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Bilingual Education

Resource Guide

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Compiled by
Wayne Pyron
and
Lynn Hinch
Bilingual Consultants

Bilingual Education

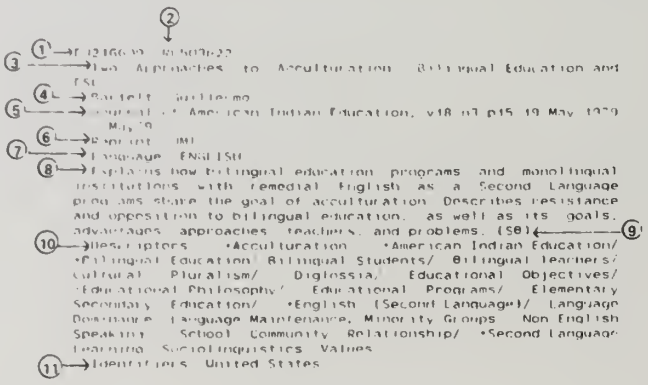
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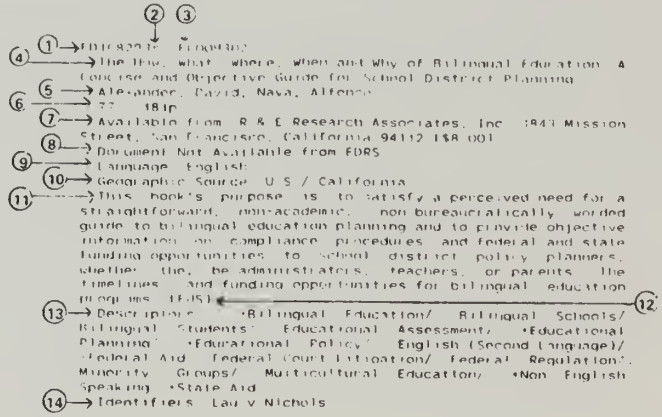
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7. **Availability.** When the document is not available through ERIC (see item 2), its source of availability, including price, when known, is noted here.

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12. **Initials** of the person who wrote the abstract.

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14. **Identifiers** are uncontrolled index terms by which a document can be located. An asterisk preceding a term indicates a "major" identifier, meaning that the document treats the topic indexed as a major theme

Foreword

More than 2,000 children who learned a language other than English as their first language are enrolled in Montana schools. They are Native Americans, Asian refugees, Hispanics, migrants, Hutterites and immigrants. For many of these children their native language is much more familiar to them than English. For many others, their English proficiency is so deficient that it is not possible for them to understand basic classroom instruction that is commonplace to their English-speaking classmates.

The duty of Montana schools is not only to provide every assistance possible to help these children learn English, but also to provide meaningful experiences in all developmental areas—cognitive, affective, and physical. Lack of English should not become a barrier to their education.

It is not an easy task to meet these needs. The frustrations felt by student, teacher, parent, and administrator often seem insurmountable; but, we must mount them. I hope that this resource guide will be a useful source of information to school personnel who are looking for ways to develop programs and instructional strategies for Montana's bilingual children.

ED ARGENBRIGHT
Superintendent of Public Instruction

BS10880

Introduction

Purpose of This Guide

We hope that this resource guide will meet the information needs of Montana school personnel who are working with children for whom English is a second language. We know that often such children find it difficult or impossible to benefit from classroom instruction because of their limited English proficiency. Often, too, teachers have not been prepared to deal with the special problems that bilingual children present. While it is not expected that this guide will, by itself, provide "answers" to problems, it is hoped that it will be a useful stimulus for further reading, and that it will put the reader onto new ideas that otherwise might not be discovered.

WHAT THIS GUIDE IS NOT	WHAT IT IS
A new, substantive contribution to knowledge.	A convenient summary and organization of existing knowledge.
Comprehensive or definitive in its depth of coverage.	Representative of recent literature on all aspects of bilingual education; thorough it its breadth.
A "reader."	A reference manual.
An ultimate source.	A source for additional information.
An attempt to provide "answers."	A help in identifying alternatives.
An index to book literature, or everything ever written about bilingual education.	A review of recent journal literature and ERIC information.

Extent of Coverage

The *breadth* of coverage of this guide is comprehensive, but the *depth* of coverage is representative. That is to say, we have tried to include some information about all significant aspects of bilingual education, but because of space limitations we have had to be highly selective in what we included. In making selections for inclusion, we have tried to select information that would be useful in developing instructional programs and strategies.

Order of Presentation

The contents of the guide are ordered in a way intended to appeal to instructional personnel. This organization reflects our intent to compile a guide that would be convenient and easily used by teachers and others working directly with students. The student of bilingual education might find a different arrangement more logical. For example, Part VI is a logical beginning for the person who wishes to first explore the history and philosophy of bilingual education, along

with its legal ramifications. Chapter 15 contains citations that pertain to many, or all, aspects of bilingual education. Part V is a logical sequence to Part VI. This might be followed by Part II, Part I, Part III, Part IV, and Part VII. Such a reorganization represents a more ''linear'' or ''logical'' sequence that might appeal to the student or person who wishes to explore the topic of bilingual education in depth. The initial draft of this guide was arranged in this order, but in the interest of more convenience to instructional personnel the present arrangement was adopted.

Format

Another question we faced in the preparation of this guide was the format that would be most useful. We settled on the loose-leaf binder format rather than a bound volume because the loose-leaf format can be updated easily when necessary, and it more readily accommodates microfiche. To facilitate updating we have adopted chapter-by-chapter pagination.

Pagination

Microfiche

Several microfiche documents are enclosed with this guide. In making this selection, we have included one or two of what we thought to be the most useful documents from each chapter. The reader who wishes to obtain additional documents is referred to Chapter 18 for ordering instructions.

To some users of this guide microfiche might be new. The greatest advantage of microfiche is its economy—of money and space. Almost a hundred pages can be reproduced on one fiche, and that fiche can be duplicated for a few cents. Many schools already have microfiche readers. If yours does not, you might wish to purchase one, because much information for school use is now available on microfiche. A desk-top or portable reader can be purchased for $150 up.

ERIC

The citations (or ''document resumes'') in this guide are taken from the ERIC data base. ERIC—Educational Resources Information Center—is a comprehensive educational information system managed by the National Institute of Education, which is in the United States Department of Education. The ERIC network consists in part of sixteen subject-oriented clearinghouses which identify, abstract, and index relevant education-related information. ERIC is comprehensive in its scope and coverage, and for that reason it has been relied on exclusively for this guide. The reader should be aware, though, that there might be some literature not covered by ERIC. Such might include some books and dissertations, for example. The reader who is interested in exploring some particular aspect of bilingual education in depth is referred to Chapter 18 for information on how to request additional information.

Wayne Pyron
Lynn Hinch

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Appendix A. Selected Documents on Microfiche

Part One consists of the following chapters:

1. Instructional Strategies and Teaching Ideas
2. The Language Experience Approach (LEA)
3. English as a Second Language (ESL)
4. Language Acquisition and Second Language Learning Theories

Part I contains specific instruction-related information arranged into the four chapters indicated above. Chapter one is a collection of a variety of teaching ideas that are potentially useful for any teacher with bilingual children. Chapters two and three pertain to two specific, widely-used instructional approaches, and chapter four explores theories of first and second language learning that are particularly relevant to instruction.

Much more information is available on these topics than could be included in this guide. Should you be interested in exploring any of the topics covered in this part, you are encouraged to contact the Bilingual Consultant in the Office of Public Instruction for further assistance. See Chapter 18.

Part I. Bilingual Instruction

CHAPTER 1. Instructional Strategies and Teaching Ideas

Some Questions You Should Ask

1. How can you devise puzzles, games, and activities that will be both interesting and challenging for ***all*** your students?

2. How do the activities in which you engage your bilingual students enhance their cognitive development in ***all*** academic areas, as well as their ***affective*** development (especially self concept) and their psychomotor development?

3. Is peer tutoring or cross-age tutoring a useful technique in your situation?

4. How can you utilize parents and community volunteers in your program?

Chapter 1. Instructional Strategies and Teaching Ideas

EJ214452 FL512863
Teaching British and American Language and Culture with the Aid of Mail-Order Catalogues.
Scanlan, Timothy M.
English Language Teaching Journal, v34 n1 p68-71 Oct 1979 Oct79
Language: ENGLISH
Discusses some practical ways in which mail-order catalogues may be used in teaching English as a second language in order to promote vocabulary acquisition, induce cultural awareness, and encourage conversation in English. (Author/CFM)
Descriptors: *Catalogs/ *Cultural Awareness/ *English (Second Language)/ *Instructional Materials/ Language Instruction/ Second Language Learning/ Speech Communication/ *Teaching Methods/ *Vocabulary Development
Identifiers: Mail Order Catalogs

EJ214051 CS708844
Open to Suggestion: Community Language Learning for Bilingual Students.
Lentzner, Karin Ryding
Journal of Reading, v23 n2 p103 Nov 1979 Nov79
Reprint: UMI
Language: ENGLISH
Describes the community language learning approach to second language teaching. (DD)
Descriptors: *Bilingual Education/ Bilingual Students/ Elementary Secondary Education/ *English (Second Language)/ *Language Development/ Teaching Methods

EJ198122 FL511980
Considerations in the Use of Cognates in Second-Language Teaching Materials.
Bebout, Linda
T.E.S.L. Talk, v10 n4 p5-10 Fall 1978 78
Language: ENGLISH
Describes the results of a study involving 103 junior-high-school-age Spanish speaking students at a private school in Mexico. Variables that can influence learners' success in producing native language words that are accepted cognates are discussed. (EJS)
Descriptors: *English (Second Language)/ *Instructional Materials/ Junior High School Students/ *Language Instruction/ *Second Language Learning/ Second Languages/ Spanish/ *Vocabulary
Identifiers: *Cognates

EJ185033 FL511480
Using Pictures for Oral Compositions
Winks, M.
English Language Teaching Journal, 32, 4, 322-4 Jul 78
This paper outlines an approach to oral composition using wall pictures with a class of younger children in their second or third year of English as a foreign language. "Oral Composition" means the construction and sequencing of nine or ten sentences about the picture in question to form a spoken text. (CFM)
Descriptors: *Language Instruction/ *English (Second Language)/ *Speech Communication/ *Visual Aids/ *Teaching Methods/ *Composition (Literary)/ Second Language Learning/ Language Fluency/ Instructional Materials/ Elementary Education/ Sentences
Identifiers: *Oral Compositions

EJ183507 FL511321
The Use of Pictures in Teaching English as a Second Language
Sarkar, S.
English Language Teaching Journal, 32, 3, 175-80 Apr 78
Discusses the efficiency of the visual aid in teaching English as a second language. (Author/HP)
Descriptors: *Teaching Methods/ *Visual Aids/ *English (Second Language)/ *Language Instruction/ Second Language Learning/ Elementary Secondary Education/ Instructional Aids/ Literature/ Composition (Literary)/ Pictorial Stimuli

EJ179313 FL511141
Towards More Effective Blackboard Stories
Watson, Bruce M.
TESL Talk, 9, 1, 76-83 W 78
Suggestions are offered to English teachers for drawing maps, objects, man, and animals to tell blackboard stories. Illustrations are provided. (SW)
Descriptors: *Illustrations/ *Freehand Drawing/ *Visual Aids / *English (Second Language)/ *Story Telling/ *Language Instruction/ Teaching Methods/ Instructional Aids
Identifiers: *Blackboard Stories

EJ171766 EC101497
"A Research/Teaching Strategy for Use with Non-English--Speaking Children"
Stott, Denis H.; Baldwin, B. Leanne
Journal of Practical Approaches to Developmental Handicap, 1, 2, 7-12 Jul 77
A study involving eight Portugese and two Italian children in kindergarten was conducted to find out to what extent the cultural and linguistic handicaps of children from non English speaking families could be overcome by the use of non-linguistic materials. Available from: Journal of Practical Approaches to Developmental Handicap, 3304-33rd Street N.W., Calgary, Alberta, Canada T2L 2A6. (SBH)
Descriptors: *Culturally Disadvantaged/ *Instructional Materials/ *English (Second Language)/ *Second Language Learning/ *Teaching Methods/ Exceptional Child Research/ Disadvantaged Youth/ Early Childhood Education/ Kindergarten/ Language Development
Identifiers: *Flying Start Learning to Learn Kit

EJ160536 FL510051
Integration of Games, Music, and Role-Playing into Your ESL Classroom
Hauptman, Philip C.
TESL Talk, 7, 3, 20-21 Jun 76
Problem-solving is a necessary stage for all learning. Students who are learning English must pass through such a stage. The teacher must isolate problem-solving activities for use in the classroom. Role-playing, music and games (language puzzles, verbal or board games, action games) are suitable activities. (CFM)
Descriptors: *English (Second Language)/ *Language Instruction/ *Second Language Learning/ *Educational Games/ *Role Playing/ Classroom Games/ Music/ Teaching Methods/ Problem Solving

EJ159674 SP505558
Simulation: An Alternative Method for Bilingual-Bicultural Education
Creamer, Robert C.; And Others
Contemporary Education, 48, 2, 90-1 W 77
Simulations and games should be investigated as a technique for bicultural-bilingual education programs. (MM)
Descriptors: *Biculturalism/ *Bilingual Education/ *Social Studies/ *Simulation/ *Educational Games/ Teaching Techniques

EJ158666 CS714071
Basic Issues in Establishing a Bilingual Method
Onativia, Oscar V.; Donoso, Maria Alejandra Reyes
Reading Teacher, 30, 7, 727-34 Apr 77
Describes a bilingual approach to language learning where students learn to handle comparative "analogical language" between both languages using a series of picture cards which must have a one-to-one relationship with the oral language. (HOD)
Descriptors: *Bilingual Education/ *Interference (Language Learning)/ *Visual Aids/ *Contrastive Linguistics/ Reading Instruction/ Second Language Learning/ Spanish Speaking/ Teaching Methods

EJ157146 FL509833
The Use of Word Puzzles in Teaching English
Ridout, Ronald
Revue des Langues Vivantes, 42, 3, 313-317 76
This article discusses the use of word puzzles in the teaching of English as a second language. Example puzzles involve exercises in verb inflection, word meaning, and idiomatic expressions. (CLK)
Descriptors: *Language Instruction/ *Second Language Learning/ *English (Second Language)/ *Instructional Materials/ *Puzzles/ Teaching Methods/ Educational Games/ Vocabulary/ Morphology (Languages)/ Semantics

EJ155184 FL509717
Communicating in English: The Value of Certain Language Games
Lee, William R.
Englisch, 11, 4, 140-142 76
Language games, adapted to the age of the learners, are seen as a powerful means of motivation. Several such games are described; language phenomena contained therein are discussed. Finally, some available collections of language games are listed. (IFS/WGA)
Descriptors: *Educational Games/ *English (Second Language)/ *Language Instruction/ *Learning Motivation/ Second Language Learning/ Classroom Games/ Games/ Instructional Aids

EJ154056 PS505292
Responsive Bilingual-Bicultural Instructional Strategies: A Prospectus
Wylie, Richard E.; deMcNicholas, Patricia Baca
Childhood Education, 53, 2, 111-115 Nov/Dec 76
Literature reviews of research in bilingual-bicultural instructional strategies, including preparation of bilingual-bicultural specialists. (MS)
Descriptors: *Early Childhood Education/ *Bilingual Education/ *Teacher Education/ *Literature Reviews/ *Teaching Methods/ Biculturalism/ Cognitive Style

EJ144881 FL509270
The Construction and Use of EFL Crossword Puzzles
Lato.re, G.; Baeza, Gloria
English Language Teaching Journal, 30, 1, 45-55 Oct 75
Discusses the objectives, construction and use of crossword puzzles in classes in English as a foreign language. (RM)
Descriptors: *English (Second Language)/ *Classroom Games/ *Puzzles/ *Instructional Aids/ *Language Instruction/ *Material Development/ Second Language Learning/ Teaching Methods/ Educational Games

EJ076641 FL504226
Preliminary Considerations in Writing Pronunciation Drills
Davison, Walter F.
English Language Teaching, 27, 2, 150-157 Feb 73
Descriptors: Classroom Communication/ *English (Second Language)/ *Instructional Materials/ *Language Instruction/ *Pattern Drills (Language)/ Phonemes/ *Pronunciation Instruction/ Textbook Preparation

EJ012443 TE900048
TESOL: Current Problems and Classroom Practices
Wardhaugh, Ronald
TESOL Quart, 3, 2, 105-116 69 Jun
An attempt to relate the theory of teaching English as a second language to current practices in teaching English as a second language. Paper presented to the Pre-Convention Study Groups at the TESOL Convention, Chicago, March 1969. (Author/FWB)
Descriptors: Applied Linguistics/ *Educational Theories/ *English (Second Language)/ *Language Instruction/ Linguistic Theory/ Psycholinguistics/ *Second Language Learning/ *Teaching Methods/ Teaching Techniques

ED169750 FL010091
The Collection, Creation and Analysis of Oral English as an Additional Language Games (K-Adults).
Miles-Herman, Marilynne
Jun 78 100p.; May be marginally legible due to light print
Sponsoring Agency: Educational Research Inst. of British Columbia, Vancouver.
Grant No.: DG-215
Available from: Educational Research Institute of British Columbia, Suite 400, 515 West 10th Avenue, Victoria, B.C. V5Z 4A8
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Geographic Source: Canada/ British Columbia
This report summarizes the kinds of oral games that are available to English as an Additional Language (EAL) classrooms, briefly outlines current research, and stresses the need for more exploration in kinds and varieties of games. A guide to typical, successful classroom games, this report includes eighty-one selected oral games, which are fully described with objectives, materials, procedures, preparation, and analyses for each. General pointers for the use of oral games are listed, including a sampling of suggestions by teachers from Vancouver, British Columbia. The suggestions state that games should: (1) be brisk, involving a maximum number of students; (2) offer a change of pace, controlled but entertaining; (3) be an acculturation/enculturation process; (4) demonstrate the various social levels of English; (5) commence with a model and follow with an imitation; (6) be within the ability range of all pupils; (7) have clear directions, and be pretested; and (8) differentiate between children and adults in type and style of all games. Methods for evaluation of oral games are described. (MHP)
Descriptors: *Classroom Games/ *Communicative Competence (Languages)/ Educational Games/ *English (Second Language)/ Game Theory/ *Instructional Aids/ *Instructional Materials/ *Language Instruction/ Language Proficiency/ Media Selection/ Second Language Learning/ Speech Communication/ Speech Skills/ *Teaching Methods/ Teaching Procedures/ Verbal Tests

ED169594 CS502487
Inter-Cultural Communication: Teaching Strategies, Resources and Materials for Teaching ESL or How to Change "Sabah Al-Khair" into Good Morning.
Bohan, Robert C.
Nov 78 8p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Geographic Source: U.S./ Florida
Speech instructors who teach English as a second language to international students are trying to help those students acquire a basic minimal command of English for success or survival in their education and do not require them to attain the fluency expected of native-born speakers of English. At one junior college where foreign student enrollment has increased dramatically, the problems in teaching English as a foreign language are related to the minimal grasp of English the students have and the range of ability in each class. Because of these difficulties, the instructor has found it useful to use a variety of materials as the basis for teaching, including menus from local restaurants, newspapers, texts from the students' courses in written English, and the state drivers' handbook. Class discussions stem from problems faced by the students, such as moving from a rigid society to one with fewer restrictions, lack of awareness of American taboos, financial problems, politics, time concept, and exploitation by local businesses. (TJ)
Descriptors: *Communication Problems/ *Cross Cultural Training/ *English (Second Language)/ *Foreign Students/ *Instructional Materials/ Junior Colleges/ *Student Behavior/ Teaching Techniques

ED165463 FL009960
Yo Estoy Bien, Tu Estas Bien: An Introduction to TA in the Bilingual Classroom.
Love, Reeve
Intercultural Development Research Association, San Antonio, Tex.
78 8p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Language: English
Geographic Source: U.S./ Texas
This study presents a rationale for working with the principles of transactional analysis (TA) in the bilingual/bicultural classroom, particularly to develop the child's self-concept. The two basic premises of TA are that all human beings have a fundamental worth that is neither increased nor decreased by anything they may do or refrain from doing, and that we are responsible to a great extent for choosing our own feelings and for deciding how to act upon them. The implications of these premises for the bilingual classroom are enormous: if a child's self-concept is consistently eroded by early and continued academic failure, if the language spoken by those he loves most is treated as a second-rate idiom, and if his home culture is denigrated or ignored, the conclusions that child comes to regarding his essential worth may not be positive ones. The objectives of applying the principles of TA to the bilingual classroom include providing a nurturing environment where "positive strokes" are freely given and received by all students and by the teacher; facilitating communication by teaching new communications skills; and giving students tools they can use in taking responsibility for their own actions and reactions and stopping inappropriate reactions. When these objectives are met, student self-concept is enhanced and learning can take place more readily, pleasurably, and effectively. (EJS)
Descriptors: *Bilingual Education/ *Bilingual Students/ *Classroom Techniques/ Identification (Psychological)/ Individual Psychology/ Interaction Process Analysis/ Psycholinguistics/ *Self Actualization/ *Self Concept/ *Self Determination/ Social Psychology/ Social Relations/ Teacher Role/ Teaching Methods
Identifiers: Berne (Eric)/ *Transactional Analysis

ED162530 FL009896
Teaching English as a Second Language: Perspectives and Practices. A Series of Six Texts. Speaking and Understanding: Second of a Series.
New York State Education Dept., Albany.
78 114p.
Grant No.: G0077C0041
Available from: The University of the State of New York, The State Education Department, Bureau of Bilingual Education, Albany, New York 12234
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Language: English
Geographic Source: U.S./ New York
Government: State
This book is designed to assist those who work with non-English dominant students by providing resource information relevant to second language teaching and learning. The articles in the series encompass both theory and practical learning techniques in six general topics. The articles in the second text of the series, concerning speaking and understanding, are: "Developing a Lesson Around a Dialog," by George McCready; "Choosing and Using Dialogs," by Pat Rigg; "The Use of Rapid Drills in TESOL," by Robert Allen; "Simple Classroom Techniques for Teaching Pronunciation," by Betty Wallace Robinett; "Effective Use of Visual Aids in the ESOL Classroom," by Carol J. Kriedler; "Developing Sociolinguistic Competence in a Second Language," by Janet Holmes and Dorothy Borwn; and "Hey, Teacher How Come They're Singing in the Other Class?" by Alice H. Osman and Laurie Wellman. Appended are a list of abbreviations and definitions used in the book and a list of materials and services available from the Bureau of Bilingual Education. New York State Education Department. (Author/NCR)
Descriptors: Applied Music/ Audiolingual Skills/ Bilingual Education/ Communicative Competence (Languages)/ *English (Second Language)/ *Language Instruction/ Language Processing/ Language Proficiency/ Learning Processes/ Linguistic Performance/ Pronunciation/ *Second Language Learning/ Singing / Sociolinguistics/ *Teaching Methods/ *Visual Aids

ED153498 FL009427
Supplemental ESL Activities for Classroom Teachers. Elementary Education Series, No. 6. Indochinese Refugee Education Guides.
Center for Applied Linguistics, Arlington, Va.
76 12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
This bulletin is intended to help classroom teachers who have Indochinese refugee children in their classes. In many places where there is no English as a second language (ESL) program, it is the classroom teacher and auxiliary personnel who must teach the children English sentence patterns, pronunciation and vocabulary. When more than one teacher is involved in instructing the child, it is important that they keep each other informed in order to reinforce vocabulary or structure learning activities. They should also try to maintain an awareness of and sensitivity to the refugee child's background, recent experiences and the frustration he/she must be experiencing because of lack of English. With regard to methods and materials, they will find in this bulletin many suggestions for vocabulary and reading instruction, an annotated list of dictionaries, story books, flash cards and language development kits as well as suggestions for their use. Suggestions are also provided for classroom teachers who are solely responsible for instructing refugee children. These suggestions concern materials for teaching ESL, hints on class organization, a list of learning activities and sources of materials. (AMH)
Descriptors: Elementary Education/ *English (Second Language)/ *Indochinese/ Instructional Materials/ *Language Instruction/ Language Learning Levels/ Language Proficiency/ Language Programs/ Language Skills/ *Learning Activities/ Non English Speaking/ Reading Instruction/ *Refugees/ Second Language Learning/ Social Factors/ Teaching Guides/ *Teaching Methods/ Vietnamese/ Vocabulary Development

ED153491# FL009418
Classroom Techniques: Foreign Languages and English as Second Language.
Allen, Edward David; Valette, Rebecca M.
77 418p.
Available from: Harcourt Brace Jovanovich, Inc., 757 Third Avenue, New York, New York 10017 ($7.50)
Document Not Available from EDRS.
The aim of the handbook, which is a revised and expanded edition of "Modern Language Classroom Techniques" (1972), is to show the teacher ways of implementing and supplementing existing materials. The suggested teaching procedures may be used with classes of varying sizes and levels, and with any method. Part One of this handbook presents an overview of the language class. Ways of preparing supplementary materials are briefly reviewed. A variety of procedures for classroom management is suggested. Part Two focuses on specific techniques for teaching the language itself, the sound system, grammar, and vocabulary. For the sake of simplicity, traditional grammar terminology has been used. Part Three presents ways of developing the skills of listening, speaking, reading, and writing. The aim of these procedures is to build up the student's ability to use the language as a vehicle for meaningful communication. The final section, Part Four, offers some suggestions for teaching culture, both daily life patterns and general civilization. The appendix contains sample lesson plans that show how several procedures and techniques may be integrated into a single class period. (Author/CFM)
Descriptors: Audiovisual Aids/ Class Management/ *Classroom Techniques/ Communicative Competence (Languages)/ Cultural Education/ Elementary Secondary Education/ *English (Second Language)/ Games/ Grammar/ Instructional Aids/ Instructional Materials/ *Language Instruction/ Language Skills/ Language Tests/ *Learning Activities/ Lesson Plans/ Listening Comprehension/ Literature/ *Material Development/ Pattern Drills (Language)/ Phonology/ Reading Comprehension/ Reading Instruction/ Second Language Learning/ Speech Communication/ Speech Skills/ Teacher Behavior/ Teacher Developed Materials/ Teaching Guides/ *Teaching Methods/ Verbal Communication/ Vocabulary/ Writing Skills

ED153479# FL009400
Basic Helps for Teaching English as a Second Language.
Frey, Betty J.
76 232p.
Available from: Communication Skill Builders, Inc., 817 E. Broadway/P. O. Box 6081, Tucson, Arizona 85733 ($7.00)
Document Not Available from EDRS.
This book is designed for teachers of children whose first language is other than English, in particular, teachers who have had little or no formal training in the teaching of English as a second language (ESL). Although the emphasis is on the Spanish-speaking student, the same techniques and tools apply to speakers of other languages. The first chapter, "Objectives and Teaching Atmosphere," discusses the linguistic and social goals of the ESL teacher. The second chapter, "Developing Fluency in Speaking English," emphasizes the primary importance of oral skills. The third chapter, "Improving Pronunciation of English," provides exercises, including songs, for learning to distinguish and pronounce sounds in English. The fourth chapter, "A Sense of Syntax and Sentence Structure," discusses the study of sentence patterns and idioms. Sample exercises are provided. The fifth chapter discusses various techniques and materials, such as "choral-oral spelling," dramatization, dialogues, choral reading of poetry, science news clippings, tape recordings, phonograph records, and the Tele-Trainer. The final chapter discusses illiteracy in older children and in adults. The appendices include: an oral test of English fluency, an explanation of how to use Laubach charts and stories and how to teach students how to tell time, with idioms; dialogues for use in science and social studies; and a suggested curriculum for a 30-hour teacher workshop on adult literacy and TESL. A glossary, bibliography and index are also provided. (CFM)
Descriptors: Adult Education/ Audiovisual Aids/ Educational Objectives/ Elementary Secondary Education/ *English (Second Language)/ Idioms/ Instructional Aids/ Instructional Materials/ Language Fluency/ *Language Instruction/ Language Skills/ Language Teachers/ Language Tests/ *Learning Activities/ Literacy/ Non English Speaking/ Post Secondary Education/ Pronunciation Instruction/ Second Language Learning/ Sentence Structure/ Spanish Speaking/ Speech Skills/ Syntax/ Teacher Workshops/ *Teaching Guides/ *Teaching Methods/ Unit Plan
Identifiers: Dialogues/ Language Exercises

EO146794 FL009029
Bilingual-Bicultural Education in the Classroom: A Handbook of Ideas for the Teacher.
Mills, Faynell; And Others
Oklahoma State Dept. of Education, Oklahoma City.
77 64p.; For related document, see FL 009 028.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
This handbook is addressed to elementary school teachers, in an attempt to answer the following questions: (1) What is bilingual-bicultural education? (2) Why have bilingual-bicultural education? (3) Who is it for? (4) When should such education begin? (5) How does such a program start?, (6) What should a teacher having only a few students with language problems do? (7) Where can an elementary school teacher get help for students with language problems? Following a discussion of the need for and the purpose of bilingual-bicultural education, details of the bilingual-bicultural classroom are examined, as well as the implementation of bicultural education, techniques for teaching the home language, and the teaching of English as a second language. A selected bibliography of professional materials for bilingual-bicultural teachers is provided, and the appendix presents charts of possible ways to arrange a classroom. (CLK)
Descriptors: *Biculturalism/ *Bilingual Education/ Bilingual Students/ *Classroom Arrangement/ Classroom Techniques/ Cultural Education/ Elementary Education/ Elementary School Teachers/ English (Second Language)/ Language Instruction/ Language Programs/ Language Teachers/ Lesson Plans/ Parent Participation/ *Program Development/ Resource Materials/ Second Language Learning/ *Teaching Guides/ *Teaching Methods/ Testing/ Unit Plan
Identifiers: *Oklahoma

ED139259 FL008562
Parents Helping Children to Learn.
Fukuda, Adelyn
San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program.
76 30p.; For related documents, see FL 008 561-567
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
This bilingual (English-Chinese) booklet contains a variety of suggestions for activities that parents can do with their children to supplement the school program. It is divided into twelve "monthly letters" with four to six ideas for each month. It includes activities such as outings to the library and to the park, playing games, making handicrafts, coloring and painting, reading picture stories and simple words, cooking, and doing practical life exercises such as setting the table and sorting the laundry. (CFM)
Descriptors: Asian Americans/ *Bilingual Education/ Child Development/ Child Rearing/ Childrens Games/ Chinese/ *Chinese Americans/ Creative Art/ Creative Expression/ Elementary Education/ Family Life/ Handicrafts/ Instructional Materials/ *Learning Activities/ Learning Experience/ *Parent Child Relationship/ Parent Participation/ Parent Role/ *Preschool Education/ Verbal Communication
Identifiers: Elementary Secondary Education Act Title VII/ ESEA Title VII

ED134028 FL008342
Model for Bilingual Language Skill Building. Bilingual/Bicultural Education. Series No. 3. Indochinese Refugee Education Guides.
Center for Applied Linguistics, Arlington, Va.
77 40p.
Available from: National Indochinese Clearinghouse, Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 (free)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
This guide is designed to aid the teacher who has both Vietnamese and native American children in the classroom. It presents some language learning strategies based on a collection of Vietnamese folktales which have been adapted for elementary school children. It is divided into four parts: (1) suggested language/ cultural learning activities; (2) summary of grammatical structures for each tale; (3) suggested cultural discussion for each tale; and (4) the folktales themselves. The first section is further divided into (1) English language learning activities; (2) Vietnamese language building activities; and (3) Multicultural activities. The first folktale is "The Sky Prince of Phu-Dong," for which a prototype lesson is presented that emphasizes regular and irregular past tense, imperatives, and passive voice. The other folktales are entitled "The Silver Stream" "Quan Trien and the Magic Coat," "The Magic Bamboo," "Tam and the Silver Slipper," and "Betel." (Author/CFM)
Descriptors: Biculturalism/ *Bilingual Education/ Bilingualism/ Cultural Awareness/ Cultural Education/ Elementary Education/ *English (Second Language)/ Folk Culture / Grammar/ Indochinese/ Instructional Materials/ Language Skills/ Learning Activities/ *Legends/ Mythology/ Reading Development/ *Reading Materials/ *Refugees/ Skill Development/ Teaching Guides/ *Vietnamese/ Vocabulary

ED116486 FL007364
Hints for Tutors. General Information Series, No. 1. Indochinese Refugee Education Guides.
Center for Applied Linguistics, Washington, D.C.
75 8p.; Adapted in part from "Guidebook for Tutors," by Andrew D. Cohen, James C. Kirk and W. Patrick Dickson, ED 084 326
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
This guide contains a list of hints for tutors of English as a Second Language who may be tutoring: (1) an adult needing to learn English in order to live and work in this country, or (2) a student needing to learn English in order to go to school. The list of hints is followed by sample lessons intended to show the kinds of things which can be included in a tutoring session. A short annotated bibliography for further reading is also included. (TL)
Descriptors: Cambodian/ *English (Second Language)/ Individual Instruction/ *Indochinese/ Language Instruction/ *Lesson Plans/ Refugees/ Student Teacher Relationship/ *Teaching Guides/ Teaching Techniques/ *Tutoring/ Vietnamese

ED104161 FL006818
Error Analysis in the Classroom. CAL-ERIC/CLL Series on Languages and Linguistics, No. 12.
Powell, Patricia B.
ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
Apr 75 24p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
This paper begins with a discussion of the meaning and importance of error analysis in language teaching and learning. The practical implications of what error analysis is for the classroom teacher are discussed, along with several possible systems for classifying learner errors. The need for the language teacher to establish certain priorities in error correction, since some errors are more detrimental to effective communication than others, is stressed. Brief guidelines are given on how a teacher might begin to collect data to study the kinds of errors made by his or her students. (PMP)
Descriptors: *Error Patterns/ *Language Instruction/ Learning Theories/ Linguistic Competence/ Linguistic Performance/ *Second Language Learning/ *Teaching Methods
Identifiers: *Error Analysis

ED101553# FL006343
Teaching the Bilingual: New Methods and Old Traditions.
Pialorsi, Frank, Ed.
74 263p.
Available from: University of Arizona Press, Tucson, Arizona
Document Not Available from EDRS.
This collection of readings on teaching bilingual and bidialectal students, particularly the American Indian, the Spanish speaking, and the urban black, is divided into three sections, headed by a general overview of the problems. The first section deals with bicultural understanding; the readings are intended to help the teacher assess his own role, whom he teaches, what he teaches, and what he can teach. The second section is devoted to theories and experiments in multilingual communication and language learning. The readings in this section, which were selected to provide the teacher with a view of possible applications and approaches, range from general theoretical discussions to specific field surveys. The third and final section deals with practical applications of theories and techniques in actual school programs. A list of suggested reading concludes the volume. (Author/KM)
Descriptors: American Indians/ *Biculturalism/ *Bilingual Education/ Bilingualism/ *Bilingual Students/ *Bilingual Teachers/ English (Second Language)/ Inservice Teacher Education/ Language Development/ Language Instruction/ Language Programs/ Language Teachers/ Negroes/ *Nonstandard Dialects/ Program Descriptions/ Reading Instruction/ Second Language Learning/ Spanish Speaking/ Teacher Role

ED093152 FL004745
Towards Contrastive Sociolinguistics. Working Papers in Linguistics, Vol. 3, No. 4.
Higa, Masanori
Hawaii Univ., Honolulu. Dept. of Linguistics.
Apr 71 9p.; Paper presented at the Pacific Conference on Contrastive Linguistics and Language Universals (Honolulu, Hawaii, January 1971)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
A new dimension may be added to the study and teaching of a second language by the development of contrastive sociolinguistics. Sociolinguistics is defined here as the study of how a person relates to another person in terms of language, and is concerned with relational utterances rather than factual statements. Relational utterances are those that assume the existence of a listener, to whom the speaker is relating himself. Such utterances vary in tone and style, depending on the variables of sex, age, status, and familiarity. These variables make it socially, not linguistically, obligatory for certain relational utterances to be selected over others. The necessity of teaching the differences in relational utterances is illustrated in the case of the Japanese, who cannot confortably use English imperatives or invectives because of the social restraint on such usage in Japanese. In addition to the contrastive difficulties between languages, factual statements and relational utterances vary grammatically within one language. Learning one type of utterance does not guarantee knowledge of the other; both must be taught if the student is to be able to generate both. (LG)
Descriptors: Communication (Thought Transfer)/ *Contrastive Linguistics/ English/ Japanese/ Language Instruction/ Language Patterns/ *Linguistic Theory/ *Second Language Learning/ Social Relations/ *Sociolinguistics

ED086030 FL004959
The Use of Bilingual Student Tutors in Teaching English as a Second Language.
Harrison, Grant Von; Wilkinson, John C.
13 May 73 13p.; Paper presented at the Annual Convention of Teachers of English to Speakers of Other Languages (7th, San Juan, P.R., May 13, 1973)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Bilingual education, as an approach to the problem of preparing the American Indian child for entry into American public schools, has not proven satisfactory due to a lack of properly certified teachers and a tendency to thrust too much upon the child too fast. In response to this problem, a tutorial system has been devised in which bilingual, upper-grade-elementary Indian children are used as tutors for kindergarten and first-grade Indian children. Procedures to establish this system are: Phase I--to identify the critical vocabulary to meet students' needs; Phase II--to devise diagnostic tests based on the critical vocabulary to indicate individual student requirements; Phase III--to develop training materials, audio-visual materials, and home study materials for the students' tutors and to select and train adult tutor supervisors; Phase IV--to select and train bilingual student tutors and to conduct student diagnostic testing; Phase V--to assign bilingual tutors to individual students and implement instruction; and Phase VI--to conduct a post-assessment of the structured tutoring learning process, to revise the specific tutoring model for use with Navajo children, and to revise the general tutoring model to optimize it for use in second language instruction. (Author/HW)
Descriptors: *American Indians/ *Bilingual Education/ Bilingual Students/ Bilingual Teacher Aides/ Bilingual Teachers/ Child Responsibility/ Diagnostic Tests/ *Elementary Grades/ *English (Second Language)/ Instructional Materials/ Language Instruction/ Program Improvement/ Review (Reexamination)/ Second Language Learning/ Supervisors/ *Tutorial Programs/ Vocabulary

ED072670# FL003570
English Pattern Practices: Establishing the Patterns as Habits.
Lado, Robert; And Others
Michigan Univ., Ann Arbor. English Language Inst.
70 338p.; An intensive course in English
Available from: University of Michigan Press, Ann Arbor, Michigan 48106 ($2.95)
Document Not Available from EDRS.
This text, developed at the English Language Institute, is designed to enable the student of English as a second language to practice selected patterns of English speech. Required linguistic variations ensure that the student does not repeat the same sentence. His attention is drawn to changes in the pattern by the use of diagrams, pictures, or oral substitutions. It is urged that students complete their study of "English Sentence Patterns" before attempting to use this book. Sixteen sets of word and cartoon charts enable the student to test his comprehension of vocabulary introduced in the lessons. (RL)
Descriptors: *English (Second Language)/ *Instructional Materials/ *Language Instruction/ Language Skills/ *Pattern Drills (Language)/ *Textbooks/ Transformations (Language)

ED071477# FL003554
Teaching and Learning English as a Foreign Language.
Fries, Charles C.
45 153p.
Available from: University of Michigan Press, Ann Arbor, Mich. 48106 ($2.25)
Document Not Available from EDRS.
This volume sets forth in a nontechnical manner the linguistic approach employed in writing instructional materials used in English-as-a-second-language programs at the English Language Institute of the University of Michigan during the 1940's and 1950's. Each section of this volume presents the principles or the assumptions underlying the choice, sequence, and handling of the materials of the "Intensive Course in English for Latin-American Students." Chapters include: (1) "On Learning a Foreign Language as an Adult," (2) "The Sounds: Understanding and Producing the 'Stream of Speech'," (3) "The Structure: Making Automatic the Use of the Devices of Arrangement and Form," (4) "The Words: Mastering Vocabulary Content," and (5) "Contextual Orientation." Appendixes contain "Step-by-Step Procedure in Marking Limited Intonation," "Lessons in Pronunciation, Structure, and Vocabulary from 'Ingles por Practica'," and "Outline of Materials of 'An Intensive Course in English for Latin Americans'." (RL)
Descriptors: *Adult Education/ Applied Linguistics/ Curriculum Development/ Deep Structure/ *English (Second Language)/ *Instructional Materials/ *Intensive Language Courses/ Language Skills/ Linguistic Theory/ Pronunciation/ Second Language Learning/ Second Languages/ *Structural Linguistics/ Surface Structure/ Vocabulary

ED056601 FL002708
Toward A Practical Theory of Second Language Instruction.
Smith, Philip D., Jr.
13 Nov 71 8p.; Speech presented to the Foreign Language Symposium, George Mason College, University of Virginia, Fairfax, Virginia, November 13, 1971
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
This general review of language learning theory focuses on criticism of the audiolingual method of instruction which reached its peak in the mid-1960's. Recent trends in teaching methodology, supported by linguistic theories developed by transformational-generative linguists, are examined. Various models of learning are discussed which lead to a listing of practical applications of the emergent linguistic theories for classroom teaching. (RL)
Descriptors: Applied Linguistics/ *Audiolingual Methods/ Behavioral Objectives/ Cognitive Objectives/ Educational Theories/ Instructional Program Divisions/ *Language Instruction/ *Learning Theories/ *Linguistic Theory/ Methods/ Modern Languages/ *Second Language Learning/ Teaching Methods/ Transformation Generative Grammar

ED055698 RC005631
Teaching Reading to the Bilingual Child: Motivational Techniques. Sharing Ideas, Volume 7, Number 6.
Davis, Bertha M.; And Others
Arizona State Dept. of Education, Phoenix.
70 69p.
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
The motivational techniques presented in this document were prepared by participants in the Education 641 Workshop (Teaching Reading to Bilinguals) during a 1970 summer session at Northern Arizona University, Flagstaff. The 42 contributors (some are Navajo or speak Navajo) describe techniques that they have used in teaching reading of English to Navajo children in grades K-8. Activities and techniques are arranged by grade level. (BO)
Descriptors: *American Indians/ *Bilingual Students/ Elementary Grades/ English (Second Language)/ Grade 7/ Grade 8 / Kindergarten/ *Learning Activities/ *Motivation Techniques/ *Reading Instruction
Identifiers: Navajos

ED050882 RC005317
An Evaluation of Supplementary Techniques for Correcting Idiom and Vocabulary Problems of Bilingual Students.
Richards, David R.
Aug 70 37p.; Master's thesis submitted to Brigham Young University, Provo, Utah
Available from: Inter-Library Loan from Brigham Young University, Provo, Utah
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
The study was conducted with the understanding that bilingual Navajo Indian students attempting to get an education in the public school system are faced with learning to read the English language under the conventional method. As stated, the primary purpose of this study was to determine if the Indian and non-Indian children in grades 4, 5, and 6 of the San Juan County School District, Utah, could increase their reading vocabulary using 6 conventional basal readers and accompanying dictionaries, the "Little Dictionaries for Vocabulary and Idioms," during the school year 1969-70. These investigator-constructed dictionaries contained English definitions of every idiom and vocabulary item in the basal readers that the researcher deemed questionable in terms of understanding by a bilingual student. Results of the pre- and post-test were statistically compared using the t-ratio. General findings were that grades 5 and 6 of the experimental Indian group showed significant gains in vocabulary skills; grade 4 Indian students in the experimental groups gained higher than grade 4 Indians in the control group; and grade 4 non-Indians in the control group gained significantly higher than Indians in the same group. Recommendations are included for replication and further study of the problem. (EL)
Descriptors: *American Indians/ *Bilingual Education/ *Elementary School Students/ English (Second Language)/ *Language/ Masters Theses/ Navaho/ Oral Communication/ *Reading Achievement/ Reading Tests/ Vocabulary

CHAPTER 2. The Language Experience Approach (LEA)

Some Questions You Should Ask

1. How does the language experience approach (LEA) differ from other instructional approaches as a starting point for reading?

2. Compare the language experience approach with the audio-lingual approach. How can they complement each other?

3. What student evaluation procedures can best be used in conjunction with the language experience approach?

4. How can you train student tutors and parent/community volunteers to assist you in the language experience approach?

Chapter 2. The Language Experience Approach (LEA)

EJ214041 CS708834
Teaching Reading and Writing to Limited and Non-English Speakers in Secondary Schools.
Levenson, Stanley
English Journal, v68 n8 p38-42 Nov 1979 Nov79
Reprint: UMI
Language: ENGLISH
Discusses the language experience approach to reading and writing and describes how such an approach would benefit limited and non-English speaking high school students. (DD)
Descriptors: *Composition (Literary)/ English Instruction/ *English (Second Language)/ *Language Experience Approach/ *Non English Speaking/ *Reading Instruction/ Secondary Education/ Teaching Methods

EJ210740 CS708728
A Workshop Tried and True: Language Experience for Bilinguals.
Feeley, Joan T.
Reading Teacher, v33 n1 p25-27 Oct 1979 Oct79
Reprint: UMI
Language: ENGLISH
A workshop for primary teachers demonstrated the effectiveness of the language experience approach with bilingual students. (DD)
Descriptors: *Bilingual Education/ *Language Experience Approach/ Primary Education/ *Reading Instruction/ *Teacher Workshops/ *Teaching Methods

EJ202889 CS711115
Adapting Language Experience to Reading for Bilingual Pupils.
Wiesendanger, Katherine Davis; Birlem, Ellen Davis
Reading Teacher, v32 n6 p671-73 Mar 1979 Mar79
Reprint: UMI
Language: ENGLISH
Describes language experience activities which tie concepts, vocabulary, sentence structure, and beginning reading skills together and which are appropriate for the bilingual child. (MKM)
Descriptors: *Beginning Reading/ *Bilingual Education/ Elementary Education/ English (Second Language)/ *Language Development/ *Language Experience Approach/ *Second Language Learning/ *Vocabulary Development

EJ136233 FL508701
An Experience Approach to Teaching Composition
Buckingham, Thomas; Pech, William C.
TESOL Quarterly, 10, 1, 55-66 Mar 76

An experience approach to composition for intermediate or better students is detailed. It utilizes students' own interests and knowledge, prepares them for writing, makes transitions from oral to written English and encourages individual purposes in writing. Weaknesses of controlled composition are mentioned. (SCC)
Descriptors: *Language Instruction/ *English (Second Language)/ *Composition (Literary)/ *Teaching Methods/ *Language Experience Approach/ Writing Skills/ Composition Skills (Literary)/ Language Skills/ Second Language Learning

ED185840 FL011312
The Person and the Process in the Product; a Focus on the Teaching of Writing.
Tharu, Susie
Central Inst. of English and Foreign Languages, Hyderbad (India).
CIEFL Bulletin, v10 p36-46 1974
74 12p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Geographic Source: India
A method is described for teaching writing to students for whom English is nearly a "first" language by virtue of the nature and circumstances of their use of it. The basic tenet of the approach is that the student can only learn to write well if he has a belief in himself and in the value of his own responses. To write well, the student must grapple with aspects of the language in direct relation to what he has to say. The writer is directed to express feeling and thought on a level of actual experience, not an abstract one. The teacher can help by: (1) suggesting ways to select and order the experiences of the student, and (2) discussing his use of the language in relation to his content. Traditional prescriptive models of writing are concerned with the initial set of rules of the language and with the end product. However, this approach is concerned with the personal and social functions of language as well as with the selection, ordering, and extension of experience and language. Samples and analyses of student writing illustrate the point. (PMJ)
Descriptors: Elementary Secondary Education/ *English (Second Language)/ Expressive Language/ Language Experience Approach/ *Language Usage/ *Second Language Instruction/ Second Language Learning/ *Student Experience/ Teacher Role/ *Teaching Methods/ *Writing Instruction/ *Writing Skills

ED165495 FL010036

Towards Independent Oral and Written Performance. CATESOL Occasional Papers, No. 4.

Meeker, Sharon K.

California Association of Teachers of English to Speakers of Other Languages.

78 7p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Language: English

Geographic Source: U.S./ California

This paper describes a technique for giving ESL (English as a second language) students with rather limited English ability an opportunity to talk on a regular basis. The technique takes into consideration: (1) the time limitations of the classroom; (2) the tendency of some students to dominate discussion and the need for giving others opportunities to talk without pressure; (3) teacher preparation time; (4) the teacher's need to "keep things going" in class discussion; and (5) usability as a regular part of class activities. The technique makes use of the language-experience approach, and with student-generated questions allows the class, in a sense, to do the teacher's preparation. It is highly productive in extracting the maximum amount of English that the student knows in both a formal and grammatical as well as an informal and communicative way, on a meaningful level. The four steps involved in the technique include: eliciting questions; small groups or pairs of students asking and answering questions; writing only the answers in a paragraph, like a story; and formal reading or speaking of corrected papers by students. The total time for these steps is 50 minutes or longer. The details of conducting these four steps and further suggestions are presented. (EJS)

Descriptors: Class Activities/ Classroom Techniques/ Communicative Competence (Languages)/ *Conversational Language Courses/ *Discussion (Teaching Technique)/ *English (Second Language)/ Grammar/ Language Enrichment/ *Language Experience Approach/ Language Fluency/ *Language Instruction/ Learning Activities/ Questioning Techniques/ Second Language Learning/ Speech Communication/ *Teaching Methods/ Vocabulary

ED144400 FL008904

The Language-Experience Approach as a Means to Reading Proficiency and Language Proficiency in First and Second Languages. Occasional Papers on Linguistics, No. 1.

Shepherd, Terry R.

Southern Illinois Univ., Carbondale. Dept. of Linguistics.

Apr 77 20p.; Proceedings of the International Conference on Frontiers in Language Proficiency and Dominance Testing (1st, Southern Illinois University, Carbondale, Illinois, April 21-23, 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

This paper suggests an approach to communication skills which views these skills, in first and second language acquisition, as related, integrated "language-experiences." Three examples of language-experience situations are presented, the first dealing with native language acquisition, and the other two with second language learning. Thirty-two suggestions are given for implementing this technique, including the following: (1) begin with meaningful student activity; (2) start with the known and move gradually toward the unknown; (3) utilize many and varied experiences; (4) make the experience as concrete and participatory as possible; (5) keep it relevant and interesting; (6) precede written expression with oral expression and do not isolate communication skills by mode; and (7) provide models if the learner is unable to create language for a given experience. Disadvantages to this method include: (1) it is time-consuming; (2) it lacks structure and vocabulary control; and (3) it requires leaving the classroom. Advantages include: (1) it is a form of individualized instruction; (2) it is very interesting to students; (3) it is easily integrated with other curricular subjects and cultural elements; and (4) it provides valuable information about the child's ability to produce language. (AM)

Descriptors: *Communication Skills/ Communicative Competence (Languages)/ Elementary Education/ English Instruction/ Individualized Instruction/ Language Development/ *Language Experience Approach/ *Language Instruction/ *Language Proficiency/ Language Skills/ *Learning Activities/ Learning Experience/ Psycholinguistics/ Reading Ability/ Second Language Learning/ *Teaching Methods

ED135557 32 RC009722
Comparison of Language Experience Approach to Reading with a Conventional Reading Approach in Eight Summer Migrant Schools. Educational Reports: Migrant Education Research Report.
Carline, Donald A.; Hoffman, John R.
Colorado Univ., Boulder. Bureau of Educational Field Services.
76 82p.
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.; Colorado State Dept. of Education, Denver. Compensatory Education Services Unit.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Conducted in schools, separated into control and experimental groups by geography, size, and number of bilingual teachers, the study examined whether the: (1) language experience approach yielded higher scores on a reading attitude test, a standardized reading test in English and one translated into Spanish; (2) reading gains and school attendance were related to the teacher or aide's race and language ability; (3) child's age and school attendance were related to his reading scores; and (4) teacher's attitude toward the approach she used or her confidence in teaching reading, as measured by an attitude questionnaire prior to the program's beginning, was related to her post-attitude scores or to the child's gains. The relationship between the English reading ability of the children with their Spanish reading ability was also examined. Complete data were obtained from 111 chidlren and 25 teachers. Half of the Comprehensive Test of Basic Skills' reading sections, a 16-item reading attitude test, and a 5-item teacher questionnaire were used. Some of the findings indicated that: attendance was greater when Chicano teachers and aides were in the classrooms; students whose teachers used the language experience approach more often showed an increase of 2.9 raw score points more on English reading standardized test scores; and younger children gained more than 2.77 raw score points in reading Spanish than did older children (teachers of younger children used the language experience approach "quite often"). (NQ)
Descriptors: Age/ Attendance/ Bilingual Teachers/ *Comparative Analysis/ Elementary Education/ English/ *Language Experience Approach/ Mexican Americans/ *Migrant Child Education/ Minority Group Teachers/ Questionnaires/ Raw Scores/ *Reading Achievement/ *Reading Instruction/ Reading Tests/ Spanish/ Standardized Tests/ Student Attitudes/ Summer Schools/ *Teacher Attitudes
Identifiers: Chicanos/ *Colorado

ED135250 FL008420
Counseling-Learning: A Practical Application in FL Learning.
Stroinigg, Dieter
75 11p.; Best copy available
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
This paper describes a method of language teaching known as counseling-learning, which attends to the psychological and emotional needs of students. The traditional approach to language instruction has generally underestimated this aspect of learning and its importance. The counseling-learning method relies on untapped sources within the student as positive factors, including the innate desire to learn. The psychological blocks inherent in the authoritarian nature of the normal classroom situation are removed. Examples are drawn from an intensive summer German program offered at Miami University's branch campus in Luxembourg. Thirteen students had four contact hours of instruction daily, five days a week. The teaching method centers around the use of a tape recorder. Students begin recording themselves in the target language from the beginning of the course, and the recordings are used as instructional materials and as sources for grammar lessons. The role of the teacher is modified to that of a resource person who functions as a counselor. The student determines his own needs and thereby the pace and presentation of subject matter. Results showed the students' command of German after six weeks to be equal to, if not better than that of students completing a regular first-year university program. (CLK)
Descriptors: Classroom Environment/ College Language Programs/ Educational Counseling/ Educational Psychology/ *German/ Higher Education/ Intensive Language Courses/ Language Experience Approach/ *Language Instruction/ Language Skills/ *Psychological Patterns/ *Second Language Learning/ *Student Attitudes/ Student Motivation/ Tape Recordings/ Teacher Role/ *Teaching Methods

ED106777 CS001809
The Language Experience Approach Teaching Reading.
Illinois State Office of the Superintendent of Public Instruction, Springfield.
72 46p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
An overview of the language experience approach and suggestions for implementing it at all levels of instruction are presented in this booklet. Based on the assumption that it is impossible to isolate reading instruction from other language functions, a multimethod approach is described which focuses on the linguistic, conceptual, and perceptual experiences of children. The following topics are discussed: history and rationale of the language experience approach, beginning reading instruction, the classroom as a learning laboratory, organization for learning, the language experience approach in upper elementary, middle, and high schools, adult literacy programs, and bilingual programs. (LL)
Descriptors: Adult Literacy/ Beginning Reading/ Bilingual Students/ Class Organization/ Elementary Secondary Education/ *Language Experience Approach/ Language Usage/ *Reading Instruction/ *Teaching Methods

ED102519 CS001641
Peer Teaching and the Language Experience Approach: Appropriate Strategies for the Bilingual/Bicultural Child.
Dixon, Carol N.
Jan 75 7p.; Paper presented at the Annual Meeting of the Southwestern Regional Conference of the International Reading Association (5th, Phoenix, Arizona, January 23-25, 1975)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
This paper discusses peer teaching as one method of coping with larger classrooms, as a means for cultural and linguistic improvement in bilingual classes, and as a means for improving the use of a language experience approach to teaching reading. The paper stresses that (1) peer teaching requires careful organization and planning based on detailed knowledge of the educational strengths and needs of the students; (2) peer teaching in the bilingual/bicultural classroom can provide a means of increasing cognitive functioning through reflection of cultural values; (3) peer teaching in the bilingual/bicultural language experience classroom provides a way of organizing for necessary review and reinforcement activities; and (4) classroom activities can build on the cognitive style the student brings to the classroom. (WR)
Descriptors: *Biculturalism/ *Bilingualism/ Elementary Education/ *Language Experience Approach/ *Peer Teaching/ Reading/ Reading Instruction/ *Reading Programs

ED064208 SO003127
A Day Dream I Had at Night and Other Stories: Teaching Children How to Make Their Own Readers.
Landrum, Roger; And Others
Teachers and Writers Collaborative, New York, N.Y.
71 i3ip.; Contributions by children from PS1 and PS42 in New York City
Sponsoring Agency: New York State Council on the Arts, New York.
EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE
The teachers guide explains how original class reading books were made from children's own work for an elementary grade oral literature project in an urban education environment, and presents a collection of these stories. The objective was not to set up scholastic rules for composition but, rather, to concentrate on the natural competency of bilingual children with spoken language. Since children of many races and cultures comprised the two experimental classrooms the intention was to have children express themselves in terms of their cultural heritage, retaining and encouraging the ethnic flavor in a comfortable yet imaginative manner. The teacher hand-wrote stories that children volunteered to tell them, typed the stories, and returned them to the individual students to read. Pronunciation errors and patterns of grammatical errors were noted by the teacher during transcription, making these mistakes gradually evident to the student. Sets of language drills were designed by the teacher to correct these problems. From this project the children gained an enjoyment of literature, a sense of competency with language, and most important, a sense of society within the classroom. A related document is SO 003 126. (SJM)
Descriptors: *Bilingual Students/ *Creative Writing/ Cultural Background/ *Curriculum Development/ Elementary Grades/ Humanities Instruction/ Interdisciplinary Approach/ *Literature/ Student Developed Materials/ Teacher Developed Materials/ Teaching Guides/ *Teaching Techniques

ED032519 AL001805
TEBRETSOL: The LEA (Teaching Beginning Reading to Speakers of Other Languages: The Language Experience Approach).
Levenson, Stanley
8 Mar 69 12p.; Paper given at the Third Annual TESOL Convention, Chicago, Illinois, March 5-8, 1969
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Children exposed to the Language Experience Approach are able to conceptualize that what they think about they can say; what they say can be written or dictated to the teacher; what has been written can be read; and that they can read what they have written, and what others have written for them to read. It is recommended that a child first begin the reading program in his native language with the help of a bilingual teacher or teacher aide. When ready, he begins the reading programs in English. Initially, he expresses his experience in some graphic form such as drawing, painting, or clay work, and then tells his experience to the teacher and the other children. He dictates his story about the picture to the teacher in his own words, with the teacher writing the story about the picture in his language, the way he says it. He begins to write by tracing over the teacher's writing and eventually writes out his own stories, which are bound and become part of the basic and supplementary reading program. In his discussion of this approach to teaching reading in a bilingual preschool program, the author describes the basic assumptions, the advantages, and the flexibility in organization and scheduling. He concludes with several stories representing various levels of English proficiency, written by bilingual children in California and Massachusetts. (AMM)
Descriptors: *Acculturation/ Beginning Reading/ *Bilingual Education/ Bilingual Students/ *English (Second Language)/ Kindergarten/ Language Experience Approach/ *Prereading Experience/ Preschool Education/ *Reading Instruction/ Student Developed Materials/ Teal

Chapter 3. English as a Second Language (ESL)

Some Questions You Should Ask

1. How do bilingual education and English as a second language (ESL) complement each other? Can (or should) one be employed without the other?
2. What part should bicultural education play in an ESL program?
3. How can you individualize ESL instruction in a heterogeneous group of students?
4. What is the audio-lingual approach to ESL?
5. How do you assure that your ESL students have the opportunity to progress in non-language areas (math, science, social studies, etc.) comparably to non-ESL students?

Chapter 3. English as a Second Language (ESL)

EJ192212 CS712695
Models of English as a Second Language Programme Organization.
Handscombe, Jean
English Quarterly, v11 n2 pi15-24 Sum 1978 78
Language: ENGLISH
Examines four ways in which English as a Second Language (ESL) programs can be organized (segregation, immersion, limited ESL assistance, and bilingual) to provide the most effective language learning and orientation opportunities for ESL students. Urges teachers to match the program to the student whenever possible.
Descriptors: Bilingual Education/ *Course Organization/ *Curriculum Design/ Elementary Secondary Education/ *English (Second Language)/ Foreign Countries/ Language Instruction/ *Language Programs/ Models/ *Second Language Learning
Identifiers: Canada

EJ183573 FL511387
ESL Demystified: As Easy as ABC
Puritt, Fredda Smiley
TESL Talk, 9, 2, 66-9 Spr 78
Lists numerous activities, materials, and techniques for the teaching of English as a second language (ESL). All have been used successfully by ESL teachers. (Author/HP)
Descriptors: *English (Second Language)/ *Language Instruction/ *Teaching Methods/ *Instructional Materials/ *Games/ *Learning Activities/ Second Language Learning/ Classroom Materials/ Elementary Education/ Instructional Aids/ Resource Materials

EJ151288 CS710317
Teaching English as a Second Language at Pre-School Level
Garvie, Edie
English in Education, 10, 1, 38,40,42,44 Spr 76
Descriptors: *Second Language Learning/ *English (Second Language)/ *Learning Activities/ *Teaching Techniques/ Preschool Education/ Educational Philosophy

EJ120979 FL507752
Sociolinguistics and the Teaching of English
Lott, Bernard
English Language Teaching Journal, 29, 4, 271-277 Jul 75
Reviews some of the current literature on the sociolinguistic aspects of ESL. (RM)
Descriptors: *Literature Reviews/ *Sociolinguistics/ *English (Second Language)/ *Language Usage/ *Second Language Learning/ Language Research/ Language Instruction/ Sociocultural Patterns/ Adult Learning

EJ112683 FL507044
The Who and How of Individualizing Instruction of English as a Second Language
Gansheroff, Katherine
TESL Talk, 6, 1, 45-57 Jan 75
Descriptors: *English (Second Language)/ *Individualized Instruction/ *Individualized Programs/ *Program Development/ Language Instruction/ Language Programs

EJ059245 FL502904
Current Issues in ESL
Harris, David P.
TESOL Newsletter, 6, 1, 3-5 May 72
Paper delivered at a pre-convention session of the Sixth Annual TESOL Convention, February 26, 1972, Washington, D.C. (VM)
Descriptors: Audiolingual Methods/ *English (Second Language)/ Learning Theories/ *Linguistic Theory/ Psycholinguistics/ Second Language Learning/ Teacher Role/ *Teaching Methods

EJ049137 TE201820
TESL: A Critical Evaluation of Publications, 1961-1968
Morrisroe, Michael; Morrisroe, Sue
Elementary English, 49, 1, 50-61 Jan 72
Survey of seventeen articles, with general comments on the quality of research in the area. (SP)
Descriptors: *English (Second Language)/ *Language Research/ Oral English/ Reading/ Reading Research/ *Research Criteria/ *Research Reviews (Publications)/ Second Language Learning

ED176543 FL010395
Methodology of Teaching English to Speakers of Other Languages. Information Guide 5.
British Council, London (England). English-Teaching Information Centre.
77 97p.
Available from: English Teaching Information Centre, The British Council, 65 Davies St., London W1Y 2AA England (2 British pounds)
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Geographic Source: United Kingdom/ England
This bibliography lists books, journals, and articles on teaching English as a second language. The book citations are annotated, and divided into the following areas: (1) the English language (grammar and semantics, phonetics and phonology, dictionaries and word lists); (2) theoretical linguistics, (3) applied linguistics for the language teacher (general, sociolinguistics, psycholinguistics), and (4) language teaching methodology (general, structure, listening comprehension, reading, writing, speech, and testing aids). Publishers' names and addresses are provided and an author index is appended. (JB)
Descriptors: *Applied Linguistics/ Dictionaries/ *English (Second Language)/ Grammar/ Instructional Aids/ *Instructional Materials/ Language Arts/ *Language Instruction/ Language Skills/ Language Tests/ Linguistic Theory/ Morphology (Languages)/ Phonetics/ Phonology/ Psycholinguistics/ *Resource Materials/ Semantics/ Sociolinguistics/ *Teaching Methods/ Word Lists

ED176542 FL010394
English for Specific Purposes. ELT Documents.
British Council, London (England). English-Teaching Information Centre.
78 81p.
Available from: English Teaching Information Centre, The British Council, 65 Davies St., London W1Y 2AA England (2 British pounds)
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Geographic Source: United Kingdom/ England
The seven papers in this collection describe projects in English for academic purposes. Analysis of the communication needs of learners is discussed in "English for Academic Purposes: Practice Material for the Listening Comprehension and Writing Needs of Overseas Students," by R.R. Jordon and Alan Matthews. The pedagogic advantages of authentic resource materials are discussed by Martin Phillips and Clarence Shettlesworth in "How to ARM Your Students: A Consideration of Two Approaches to Providing Materials for ESP." "Developing a Flexible ESP Programme Design" by R.G.D. Chamberlain and M.K.S. Flanagan discusses the learner's need for English for sociocultural purposes. Specific programs are described by Tom Jones in "The Foundation Course in Laboratory Procedures at King Faisal University CSE Project," and Philip King in "The CSE Programme for Medical Students at KAAU and the Science or Language Dilemma." Selection of material and equipment is discussed by G.M. Greenall in "Designing Science Writing Materials" and by Joseph Cleary in "The Use of Video-Tape Recordings on the Communication Skills in English Project, KAAU." (JB)
Descriptors: Audiovisual Aids/ Composition Skills (Literary) / Course Content/ *English (Second Language)/ *English for Special Purposes/ Individualized Instruction/ Instructional Materials/ *Language Instruction/ *Language Programs/ Language Skills/ Listening Comprehension/ Medical Education/ Postsecondary Education/ *Program Development/ *Science Instruction/ Science Materials/ Second Language Learning/ Student Needs
Identifiers: *English for Academic Purposes

ED176540 FL008844
Aids to English Language Teaching. Information Guide 4.
British Council, London (England). English-Teaching Information Centre.
Apr 76 34p.
Available from: English Teaching Information Centre, The British Council, 65 Davies St., London W1Y 2AA England (1 British pound)
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Geographic Source: United Kingdom/ England
This annotated bibliography of aids in the teaching of English as a second language (ESL) lists materials under the following headings: (1) visual aids specifically designed for ESL teaching, (2) native English educational materials which could be applied to ESL teaching, (3) children's magazines, (4) audiovisual materials on British life and institutions, (5) catalogues of educational resource materials, (6) books on methods of producing and using audiovisual aids in language teaching, (7) a guide to materials for making visual aids (such as various types of bulletin boards), and (8) a guide to sources of supplementary display material. A list of publishers with addresses is appended. (JB)
Descriptors: *Audiovisual Aids/ *Bulletin Boards/ Childrens Books/ Cultural Education/ *English (Second Language)/ *Instructional Aids/ Instructional Materials/ *Language Instruction/ Periodicals/ Resource Materials/ *Second Language Learning/ Teacher Developed Materials

ED176537 FL008841
English for Young Beginners. Information Guide 1.
British Council, London (England). English-Teaching Information Centre.
Apr 76 45p.
Available from: English Teaching Information Centre, The British Council, 65 Davies St., London W1Y 2AA England (1 British pound)
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Geographic Source: United Kingdom/ England
This annotated bibliography for teaching English as a second language (ESL) to children covers the following types of materials: (1) reference books for the teacher in the areas of foreign language teaching, ESL teaching, and teaching English to immigrants; (2) courses in ESL; (3) reading materials (graded readers, magazines, literary works, activity books, and reference books); (4) songs and rhymes; (5) visual aids; (6) native English-language materials for use in foreign/second language learning; and (7) films for the teacher. Publishers' addresses are provided. (JB)
Descriptors: *Childrens Books/ Childrens Literature/ Elementary Education/ *English (Second Language)/ Films/ Immigrants/ *Instructional Aids/ *Instructional Materials/ *Language Instruction/ Language Programs/ Reading Materials/ Reference Books/ *Second Language Learning/ Visual Aids/ Vocal Music

ED176536 FL008840
English for Specific Purposes. Information Guide 2.
British Council, London (England). English-Teaching Information Centre.
Apr 76 67p.
Available from: English Teaching Information Centre, The British Council, 65 Davies St., London W1Y 2AA England (1 British pound)
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Geographic Source: United Kingdom/ England
This bibliography of materials for teachers of English for specific purposes lists textbooks, technical readers, articles, resource books, reports, dictionaries, reference books, bibliographies, word frequency lists, catalogues of teaching aids, games and activities, current research in Britain, documents available in the archives of the English Teaching Information Centre of the British Council, and theses and dissertations. The textbook section is annotated and covers social sciences, physical sciences, technology (general, engineering, transport, and agriculture), medicine, and commerce (general, commercial correspondence, and hotels and catering). (JB)
Descriptors: Bibliographies/ Business/ Business English/ Dictionaries/ Doctoral Theses/ Educational Games/ *English (Second Language)/ *English for Special Purposes/ Instructional Aids/ *Instructional Materials/ *Language Instruction/ Language Research/ Masters Theses/ Medicine/ Physical Sciences/ Postsecondary Education/ Program Descriptions/ Reading Materials/ Reference Books/ *Second Language Learning/ Social Sciences/ Technology/ *Textbooks/ Word Lists

ED176533 FL007433
Teaching English as a Second Language: A Handbook for Language Arts. Curriculum Bulletin Number 75CBM3. Secondary Level.
Azios, Maria Leticia; And Others
Houston Independent School District, Tex.
75 168p.
EDRS Price - MF01/PC07 Plus Postage.
Language: English, Spanish
Geographic Source: U.S./ Texas
This course guide is intended for classroom use by teachers of English as a second language (ESL) to Spanish-speaking secondary school students. Each unit offers exercises and activities to facilitate increased proficiency in some aspect of English grammar or usage. The book is prefaced with a rationale to guide the teacher. Topics covered include sound discrimination through minimal pairs, the Cloze method, word borrowing from Indian language to Spanish, word borrowing from Spanish to English, slang, gestures and expressions, punctuation, capital letters, count and non-count nouns, action and linking verbs, past tense of regular verbs, regular and irregular verbs, irregular past tense, adjectives, parts of speech, stressed and unstressed syllables, techniques of description, comparison of adjectives, writing a recipe, logical sequence, accents, homonyms, types of sentences, sentence construction, sentence variety, news reporting, paragraphs, adverbs, modal auxiliaries, identifying root words, and prefixes and suffixes. (JB)
Descriptors: American Indian Languages/ Bilingual Students/ Capitalization (Alphabetic)/ Cloze Procedure/ *Composition (Literary)/ *English (Second Language)/ Form Classes (Languages)/ *Grammar/ *Instructional Materials/ *Language Arts/ *Language Instruction/ *Language Skills/ Linguistic Borrowing/ Morphology (Languages)/ Nonverbal Communication/ Paragraph Composition/ Phonology/ Punctuation/ Secondary Education/ Second Language Learning/ Sentences/ Spanish/ Spanish Speaking/ Verbs/ Writing Skills
Identifiers: *Slang/ Tense (Verbs)

ED162530 FL009896
Teaching English as a Second Language: Perspectives and Practices. A Series of Six Texts. Speaking and Understanding: Second of a Series.
New York State Education Dept., Albany.
78 114p.
Grant No.: G0077C0041
Available from: The University of the State of New York, The State Education Department, Bureau of Bilingual Education, Albany, New York 12234
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Language: English
Geographic Source: U.S./ New York
Government: State
This book is designed to assist those who work with non-English dominant students by providing resource information relevant to second language teaching and learning. The articles in the series encompass both theory and practical learning techniques in six general topics. The articles in the second text of the series, concerning speaking and understanding, are: "Developing a Lesson Around a Dialog," by George McCready; "Choosing and Using Dialogs," by Pat Rigg; "The Use of Rapid Drills in TESOL," by Robert Allen; "Simple Classroom Techniques for Teaching Pronunciation," by Betty Wallace Robinett; "Effective Use of Visual Aids in the ESOL Classroom," by Carol J. Kriedler; "Developing Sociolinguistic Competence in a Second Language," by Janet Holmes and Dorothy Borwn; and "Hey, Teacher How Come They're Singing in the Other Class?" by Alice H. Osman and Laurie Wellman. Appended are a list of abbreviations and definitions used in the book and a list of materials and services available from the Bureau of Bilingual Education, New York State Education Department. (Author/NCR)
Descriptors: Applied Music/ Audiolingual Skills/ Bilingual Education/ Communicative Competence (Languages)/ *English (Second Language)/ *Language Instruction/ Language Processing/ Language Proficiency/ Learning Processes/ Linguistic Performance/ Pronunciation/ *Second Language Learning/ Singing / Sociolinguistics/ *Teaching Methods/ *Visual Aids

ED137797 CS203301
Teaching English as a Second Language.
Reddin, Estoy
Apr 73 14p.; Paper presented to the Doctoral Seminar at the Inter American University of Puerto Rico, April 1973
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Research and theory in bilingual education are reviewed for implications for Puerto Rican education. The review found that the following factors influence language and language learning: cognitive development, the capacity to discriminate and comprehend the speech of others, and the ability to produce speech sounds and sequences of speech sounds that conform to the patterns of adult speech. Two factors that underlie the development of skill in learning a foreign language are intellectual capacity and appropriate attitude toward the other language group, coupled with a determined motivation to learn the foreign language. However, students with low aptitude can learn a language if attitude and motivation are strong. Attitude, motivation, and orientation contribute to the rapid acquisition of listening and speaking skills. These factors affect both the learner's perseverance in language study and the learner's reactions to contact with a foreign culture. (MB)
Descriptors: *Bilingual Education/ Cultural Awareness/ Elementary Secondary Education/ *English (Second Language)/ *Language Skills/ *Learning Motivation/ Literature Reviews/ *Puerto Ricans/ *Second Language Learning/ Student Attitudes

ED129071 FL007961
Teaching English to Speakers of Dther Languages in the United States, 1975: A Dipstick Paper. CAL-ERIC/CLL Series on Languages and Linguistics, No. 39.
Paulston, Christina B.
ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.; Teachers of English to Speakers of Other Languages.
Jun 76 31p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Available from: TESOL, 455 Nevils Building, Georgetown University, Washington, D.C. 20057 ($1.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
This report, prepared for the September 1975 UNESCO Meeting of Experts on the Diversification of Methods and Techniques for Teaching a Second Language, examines major achievements and recent trends of second language teaching in the United States. English is learned as a second language for several purposes - as a cultural acquisition, for specific functional purposes, for interpersonal purposes, or in bilingual education. Teaching methods must consider the particular needs of the learner. The major recent developments in ESL have been in bilingual education. Research on ESL in adult education is increasing. Some major academic contributions to the teaching of Standard English as a Second Dialect to American Blacks are noted. Several trends are discussed: (1) Linguistics and language teaching: transformational generative grammar as an influence has been superseded by sociolinguistics. (2) Psychology and language teaching: the emphasis is on the reasons for learning and the meaningful use of language. (3) Language teaching pedagogy: cognitive code, with its emphasis on meaningful learning and careful analysis of linguistic structures, is recognized as the new trend. (4) Teacher training: certification in bilingual education/ESL is moving from linguistics departments to departments of education. (CHK)
Descriptors: Adult Education/ Applied Linguistics/ Bilingual Education/ *Educational Trends/ *English (Second Language)/ *Language Instruction/ Psycholinguistics/ Second Language Learning/ *State of the Art Reviews/ Teacher Education/ *Teaching Methods/ Tenl

ED111220 FL007089
Aids to English Language Teaching: Information Guide No. 4.
British Council, London (England). English-Teaching Information Centre.
Apr 75 73p.; for related documents see FL 005 394, FL 007 088, and FL 007 090
Available from: English Teaching Information Centre, The British Council, 10 Spring Gardens, London SW1A 2BN, England (free of charge)
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
This is an annotated guide to English language instructional materials useful for both native and non-native speakers of English at primary and secondary levels. Materials relate to and are available in Great Britain; prices and addresses of publishers and suppliers are included. The sections cover: (1) Visual aids specifically designed for English-language teaching--charts, films, cartoons, flashcards, magazines, audiovisual courses; (2) Mother tongue educational materials which could be applied to English-language teaching--recordings, pictures, games, slides, cassettes, all aimed primarily at young children; (3) Children's magazines; (4) Audiovisual materials on British life and institutions; (5) A select list of catalogues of resource materials; (6) A select list of books on methods of producing and using audiovisual aids in language teaching; (7) A guide to materials for making visual aids--instant letters, flannelgraphs in shapes and pictures, hook and loop or plastic display boards, magnet boards and sound effects; and (8) A guide to sources of supplementary display materials on topics ranging from arts and banking to food, fuel, transportation, pets, etc. (CHK)
Descriptors: *Annotated Bibliographies/ *Audiovisual Aids/ Booklists/ *Catalogs/ Educational Games/ Educational Resources / Elementary Secondary Education/ *English (Second Language)/ *Instructional Materials/ Literature Reviews/ Second Language Learning/ Visual Aids
Identifiers: *Great Britain

ED111219 FL007088
English for Speakers of Dther Languages: A Bibliography.
British Council, London (England). English-Teaching Information Centre.
Dec 74 59p.; For related documents, see ED 093 159, FL 005 394, FL 007 089, and FL 007 090
Available from: English Teaching Information Centre, The British Council, 10 Spring Gardens, London SW1A 2BN, England (free of charge)
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
This annotated bibliography lists books useful for teaching or learning English as a second language. Most of the books were published since 1965, and the majority were published in England. Prices are listed. The contents include sections on reference books and dictionaries; linguistics; grammar of English; vocabulary; language learning and teaching; aids to learning; testing; spoken English; reading; writing; general courses; English for special purposes; literature, and background studies of English history and sociology. An alphabetical index of authors is included. (CHK)
Descriptors: *Annotated Bibliographies/ Booklists/ Cultural Background/ Dictionaries/ *English (Second Language)/ English for Special Purposes/ Grammar/ *Instructional Materials/ *Language Instruction/ Language Skills/ Language Tests/ Literature Reviews/ Second Language Learning
Identifiers: English History

ED105265# CE003572
English as a Second Language Bibliography.
Rodda, Anne, Comp.
Montclair State Coll., Upper Montclair, N.J. Adult Continuing Education Center.
74 67p.
Available from: Dr. Joseph W. Jacques, Montclair State College, National Multimedia Center, 848 Valley Road, Upper Montclair, New Jersey 07043 ($2.80)
Document Not Available from EDRS.
The annotated bibliography represents a selection from the large collection of curricular-instructional materials at the National Multimedia Center for Adult Education, focusing on materials suitable for use in English as a Second Language programs. Material is listed under three main headings: Materials for Teacher Use (bibliographies for teachers, teacher guides for Spanish-speaking at the grammar and high school reading levels, and teacher guides for Mexican-American, Indian, Japanese, and migrant workers); Materials for Student Use (textbooks and workbooks for various grade levels); and Specific Skills (speaking, reading, writing, citizenship, and vocational). Listed for each entry are: title, author, source, publication date, number of pages, price, curricular information, reading level, format, and a comment which is descriptive rather than evaluative. (NH)
Descriptors: Adult Basic Education/ *Annotated Bibliographies/ *English (Second Language)/ *Library Collections/ *Resource Guides

ED087195 FL004390
English as a Second Language Manual.
Timiraos, Carmen R.
Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.
Dec 70 28p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Grant No.: DEG-2-7-005081-5081
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
This teacher's manual is part of an English as a Second Language Packet which aims to (1) demonstrate to participants the audiolingual approach to teaching language, (2) show participants the components of an audiolingual program, (3) convince participants of the effectiveness of the audiolingual method, (4) motivate participants to adapt the audio-lingual method to their own teaching, and (5) insure that participants will accept the philosophy and apply the techniques and processes of the audiolingual approach. The manual contains pre- and post-tests, sample drills, examples of pronunciation tests, sample reading comprehensions, a summary of Robert Lado's language teaching principles, a glossary of useful terms, and a bibliography. Other components of the total Package are five slide-tape presentations and a 16 mm film showing an ESL class in session. (HW)
Descriptors: *Audiolingual Methods/ Audiolingual Skills/ Bibliographies/ Educational Strategies/ Educational Theories/ Education Courses/ *English (Second Language)/ *Language Instruction/ Language Patterns/ Pronunciation Instruction/ Reading Comprehension/ Second Language Learning/ *Teacher Education/ Teacher Evaluation/ Teacher Guidance/ *Teaching Guides/ Teaching Techniques

ED074793 FL003409
Learning English as a Second Language: A Summary of Research Department Studies.
Wright, E. N.
Toronto Board of Education (Dntario). Research Dept.
Mar 70 16p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
This study reviews the educational background and needs of the immigrant Canadian student. His social origins are considered in a discussion of the diversity of ethnic background and educational experience which the group reflects. Remarks concerning bilingual education favor the maintenance and strengthening of existing bilingual programs. The author concludes that what is needed is a regularly updated collection of data which will readily provide current information on the numbers of different kinds of students or changing patterns of immigration. (RL)
Descriptors: *Bilingual Education/ *English (Second Language)/ *Immigrants/ *Instructional Program Divisions/ Migrants/ *School Surveys/ Transient Children
Identifiers: *Canada

ED060735 FL003008
Social Studies as Social Anthropology: A Model for ESL Curricula.
Abbey, Karin L.
28 Feb 72 15p.;Paper presented at the Sixth Annual TESOL Convention, Washington, D. C., February 28, 1972
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
This paper describes a program of cultural education designed for elementary school children in a bilingual setting. The author argues that only through the study of other cultures can the child who enters the Anglo-American school system from a non-Anglo background appreciate fully the relationship between his culture and the dominant culture, and understand his place within the two cultures. The program suggested presents nine units, each one on the study of a particular culture. The cultures to be studied represent a wide variety of types selected for diversity in population size, language, subsistence, race, climate, and geography. The life of the child is considered in each culture. Each culture is studied objectively as an entity, without reference to or measurement against a master culture. Unit 10 provides a chance for the child to see differences and similarities among the cultures by classifying the children from the nine cultures in terms of the way they live. Different classification criteria produce various groupings, underlining a variety of differences and similarities. (VM)
Descriptors: Anthropology/ Behavior Patterns/ Biculturalism/ Bilingual Education/ *Bilingualism/ Children/ Cultural Background/ Cultural Differences/ *Cultural Education/ *Curriculum Design/ *Elementary Grades/ English (Second Language)/ Mexican Americans/ Non English Speaking/ *Social Studies

ED039990 RC004396
English-As-A-Second-Language Methods in the Education of the Bilingual Child.
Clemons, Elinor D.
Northern Arizona Supplementary Education Center, Flagstaff.
May 67 30p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
To facilitate the education of the bilingual child (particularly the Indian or Spanish-speaking one), methods of teaching English as a second language should be applied at all educational levels and in all areas of learning. The bilingual student's academic success is closely related to his ability to understand and to use the dominant language. The ideal situation would be an integrated studies program wherein teachers from all disciplines would work together to assist the bilingual student in language development by preparing vocabulary lists, book lists, and procedural guides. General emphasis would be on teaching in ways which will reinforce and increase language skills while establishing subject matter in the minds of the students. Involving parents and the bilingual community in activities of the school can help the child adjust to the school setting and will reduce cultural interference at home. A selected bibliography of textual materials and methodology sources is appended. (JH)
Descriptors: Academic Achievement/ *American Indians/ *Bilingual Students/ Culture Conflict/ Empathy/ *English (Second Language)/ Integrated Curriculum/ *Language Development/ Mathematical Concepts/ Parent School Relationship / Spanish Speaking/ *Student Adjustment/ Verbal Communication

Chapter 4. Language Acquisition and Second Language Learning Theories

Some Questions You Should Ask

1. What do we know about the neurological aspects of language acquisition? What are the implications for instruction?

2. What significance does left brain/right brain research hold for language teaching?

3. What is the difference between ''learning'' and ''acquiring'' a language?

4. How are the psychological, neurological, and sociological processes that are involved in learning a second language similar to or different from those processes involved in acquiring one's first language?

5. How does acquiring (or learning) a second language affect the cognitive development of a person? The affective development?

6. How do the neurological and psychological processes involved in language learning change as a child grows older? What impact does this have for early childhood bilingual education?

7. Does it matter in which language a bilingual child is first taught to read?

Chapter 4. Language Acquisition and Second Language Learning Theories

EJ205831 AA529900
Some Psychological Aspects of Multilingual Education.
Titone, Renzo
International Review of Education, v24 n3 p283-93 1978 78
Language: ENGLISH
This paper presents a summary of recent investigations on cognitive development through the first and second language in a bilingual program. The "Glossodynamic Model" of language learning is presented as a basis for explaining how the child's cognitive and affective development are enhanced by bilingual stimulation. (Author/SJL)
Descriptors: *Bilingual Education/ *Bilingualism/ *Cognitive Development/ Emotional Development/ Language Development/ *Learning Theories/ Multilingualism/ Personality Theories/ *Psycholinguistics/ *Second Language Learning
Identifiers: *Glossodynamics

EJ198166 FL512024
The Neurofunctional Basis of Pattern Practice.
Lamendella, John T.
TESOL Quarterly, v13 n1 p5-19 Mar 1979 Mar79
Reprint: UMI
Language: ENGLISH
Reexamines the question of why pattern practice fails by hypothesizing about the information processing activities that they entail. (Author/CFM)
Descriptors: Aphasia/ Cognitive Processes/ English (Second Language)/ *Language Instruction/ *Language Processing/ Learning Activities/ Learning Processes/ Learning Theories/ *Neurolinguistics/ *Pattern Drills (Language)/ Psycholinguistics/ *Second Language Learning/ *Teaching Methods

EJ192207 CS712690
English as a Second Language: A Sociolinguistic Perspective.
Kelly, L. G.
English Quarterly, v11 n2 p39-49 Sum 1978 78
Language: ENGLISH
Discusses the implications for changes in linguistic theory, especially regarding sociolinguistics, for the teaching and learning of English as a second language. Advises language teachers to use common sense in adapting or reacting to the theoretical changes affecting language instruction. (RL)
Descriptors: Elementary Secondary Education/ *English (Second Language)/ Language Role/ Language Skills/ Language Teachers/ Language Usage/ *Linguistic Theory/ *Second Language Learning/ *Sociolinguistics

EJ183534 FL511348
Acquiring vs. Learning a Second Language
Taylor, Insup
Canadian Modern Language Review, 34, 3, 455-72 Feb 78
Reprint Available (See p. vii): UMI
A description of language acquisition and second language learning by adults in terms of method and achievement. Some socio-psychological and neurophysiological reasons for the possible differences between children and adults are briefly discussed. There is a sizable bibliography. (AMH)
Descriptors: *Language Research/ *Language Development/ *Second Language Learning/ *Psycholinguistics/ *Neurolinguistics/ Child Language/ Preschool Children/ Adults/ Interference (Language Learning)/ Error Analysis (Language)/ Social Factors
Identifiers: *Critical Period Hypothesis

EJ183533 FL511347
A Model for Second Language Learning
Sampson, Gloria Paulik
Canadian Modern Language Review, 34, 3, 442-5 Feb 78
Reprint Available (See p. vii): UMI
A comparison of three models of language learning: the Creative Construction Hypothesis, the Interlanguage Hypothesis and The Approximate Systems Model. Evidence is provided to support the hypothesis that the third model which incorporates both functional and linguistic analysis describes second language learning and explains why learners progress as they do. (AMH)
Descriptors: *Second Language Learning/ *Learning Processes/ *Linguistic Theory/ Language Research/ Contrastive Linguistics / Child Language/ Language Development/ Language Instruction/ Cognitive Processes/ Models
Identifiers: Interlanguage/ Creative Construction Hypothesis / Approximate Systems Model

EJ179314 FL511142
Neurolinguistic Foundations to Methods of Teaching a Second Language
Walsh, Terrence; Diller, Karl
International Review of Applied Linguistics in Language Teaching, 16, 1, 1-14 Feb 78
Reprint Available (See p. vii): UMI
A study of the functional aspects of Wernicke's and Broca's areas of the cerebral cortex and their relationship to second language learning and ability. Some implications are drawn regarding second language teaching and methodology. There seems to be a relationship between methodology and the neurological mechanism used by students. (AMH)
Descriptors: *Language Instruction/ *Second Language Learning/ *Teaching Methods/ *Neurolinguistics/ *Neurological Organization/ *Learning Processes/ Language Research/ Language Universals/ Neurology/ Language Ability

EJ164490 FL510332
General Principles of Neurofunctional Organization and Their Manifestation in Primary and Nonprimary Language Acquisition
Lamendella, John T.
Language Learning, 27, 1, 155-196 Jun 77
Reprint Available (See p. vii): UMI
Attempts to characterize and contrast aspects of functional organization of neuropsychological systems carrying out primary language acquisition and two types of nonprimary language acquisition: secondary language acquisition and foreign language learning. There appears an intrinsic neurofunctional basis for the greater facility of young children in secondary language competence. (CHK)
Descriptors: *Psycholinguistics/ *Language Development/ *Second Language Learning/ *Age Differences/ *Neurolinguistics / *Neurological Organization/ Learning Processes/ Child Development

EJ131050 FL508380
The Interlanguage Hypothesis Extended to Children
Selinker, Larry
Language Learning, 25, 1, 139-152 Jun 75
Data is presented in support of the assertion that the interlanguage hypothesis should be extended from adult second language acquisition settings to those non-simultaneous child language acquisition settings where the major sociolinguistic variable is the absence of peers who are native speakers of the target language. (Author/RM)
Descriptors: *Second Language Learning/ *FLES/ *Learning Theories/ *Psycholinguistics/ *Linguistic Theory/ Child Language/ Elementary Education/ Transfer of Training/ Generalization/ Linguistic Performance/ Error Patterns/ Sociolinguistics
Identifiers: *Interlangage Hypothesis/ Simplification (Language Learning)/ Immersion Programs/ Error Analysis

ED184297 FL010685
An Historical Overview of Second Language Acquistion Research.
Hatch, Evelyn
Feb 77 15p.; Paper presented at the Los Angeles Second Language Research Forum (1st, Los Angeles, CA, February 11-13, 1977). Tables may be marginally legible. Best copy available.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Geographic Source: U.S./ California
An historical overview of research on second language acquisition considers research topics examined in observational/longitudinal studies and experimental studies. The questions that have reappeared across both observational and experimental studies concern: (1) whether second language learning is the same or different from first language learning, (2) the importance of interference/transfer, and (3) whether there is an optimal age effect for success in second language learning. Several explanations are noted for similar patterns emerging in the acquistion/production of both first and second language learners. If one accepts the proposition that there are strong similarities between first and second language learning, a second area of analysis is the role the first language has in second language learning. Contrastive analysis studies have been conducted to examine differences between first and second languages in order to predict where errors would be committed. The mechanisms of interference and transfer between the first and second languages have been the topic of debate. The conversational analysis approach has been utilized to investigate an optimal age for language learning. It is suggested that the whole area of adult learner conversation needs much more exploration before strong claims can be made about discourse analysis as an explanation for adult vs. child success in second language learning. (SW)
Descriptors: Adult Learning/ Child Language/ Comparative Analysis/ *Discourse Analysis/ Interference (Language)/ *Language Acquisition/ *Language Research/ *Linguistic Theory/ Longitudinal Studies/ Morphemes/ Observation/ Psycholinguistics/ *Research Methodology/ *Second Language Learning/ Transfer of Training

ED181747 FL010994
Second Language Acquisition Notes and Topics, Numbers 1 through 5. A Newsletter for Researchers.
San Francisco State Univ., Calif.
76 54p.
Available from: English Department, San Francisco State University, San Francisco, CA 94132
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Geographic Source: U.S./ California
The first five issues of the "SLANT" Newsletter for researchers in second language acquisition are included. Highlights include: (1) a bibliography on theories of second language learning by Larry Selinker, (2) descriptions of research in progress in England, and (3) the syllabus for the diploma in applied lingusitics at the University of Edinburgh. Also included are reports of various second language conferences and announcements of developments that are of interest to the field. (JB)
Descriptors: *Applied Linguistics/ *Bibliographies/ Conference Reports/ Conferences/ *Degree Requirements/ *Language Research/ *Linguistic Theory/ Newsletters/ *Second Language Learning
Identifiers: England/ University of Edinburgh

ED177901 FL010722
Neurolinguistic Foundations to Methods of Teaching a Second Language.
Walsh, Terrence M.; Diller, Karl C.
Jun 77 15p.; Paper presented at the Los Angeles Second Language Research Forum (1st, Los Angeles, CA, February 11-13, 1977)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Geographic Source: U.S./ California
Applied linguistic theory is examined in light of neuroscientific knowledge, especially in regard to the structure and function of the cerebral cortex, in order to illuminate the process and methods of teaching or learning language. Wernicke's Area and Broca's Area are parts of the brain that have been associated with language function. Topographical representation and functional aspects of these two areas are discussed. The learning of a second language would seem to have in common with the learning of the first language the functioning of Wernicke's Area and Broca's Area. It also seems clear that very different neural pathways and mechanisms are employed by students using different methods of foreign language teaching. Cortical areas thought to be associated with each of the following teaching methods are discussed: audio-lingual pattern drill; empiricist-behaviorist learning theory approach; and an approach in which no emphasis is placed on word-object association. (SW)
Descriptors: *Cognitive Processes/ *Language Development/ Language Instruction/ *Language Processing/ Language Research/ Linguistic Theory/ *Neurolinguistics/ Neurological Organization/ Psycholinguistics/ *Second Language Learning/ *Teaching Methods

ED176585 FL010725
On the Systematicity of L1 Transfer in L2 Acquisition.
Wode, Henning
Jun 77 11p.; Paper presented at the Los Angeles Second Language Research Forum (1st, Los Angeles, California, February 11-13, 1977)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Geographic Source: U.S./ California
The main concern of this report is the nature of the reliance by children on prior native language (L1) knowledge in naturalistic, untutored second language (L2) acquisition. It is suggested that L1 reliance is systematic, in that specific conditions have to be met within the child's L2 development before he or she will, or can, draw on previous L1 knowledge. Therefore reliance on L1 should be predictable within a given developmental sequence. It seems that, in the long run, these predictions may be statable in terms of acquisitional principles in the tradition of Jakobson (1941), Slobin (1973) and Wode (1976). The regularities children follow are those governing language acquisition and determining the structure of developmental sequences. These principles have to be interpreted psychologically and/or neurologically. The main portion of the data, collected daily for six months, came from four German children aged 3 years 11 months to 8 years 11 months. This study concentrates on the acquisition of English negation. (Author/AMH)
Descriptors: *Child Language/ Discourse Analysis/ English/ Error Analysis (Language)/ German/ Interference (Language Learning)/ *Language Development/ Language Patterns/ *Language Processing/ Language Research/ Language Usage/ *Learning Processes/ Linguistic Theory/ *Negative Forms (Language)/ Neurolinguistics/ Psycholinguistics/ *Second Language Learning / Sentence Structure/ Speech Communication

ED175258 FL010482
A Comparison of English Language Acquisition Patterns in English Monolingual and Bilingual Children.
Glad, Diana; And Others
Educational Testing Service, Princeton, N.J.
Apr 79 24p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Geographic Source: U.S./ New Jersey
English monolingual and Spanish/English bilingual children in kindergarten and first grade in 11 states were administered two tests from the EL CIRCD (CIRCUS) battery. The purpose of the study was to determine comparative acquisition of English grammar for kindergarteners and first graders and for bilingual and English monolingual children. Data were sought to support or refute general hypotheses of language acquisition. Data indicate that: (1) comprehension precedes performance in the acquisition of verbal inflections for tense, and tenses are mastered in a specific order; (2) children distinguish between third person possessive adjectives of gender (his and her) before those of number (his and their); and (3) the active voice and the concept of agent are acquired before the passive voice and the concept of object (agent-object relationship in embedded sentences and passive voice were undifferentiated in bilingual children tested). Data do not support a similar order of acquisition of monolingual and bilingual children of direct and indirect object relationships. In the area of subject-verb agreement, comprehension, but not performance, was undifferentiated in both monolingual and bilingual children. (JB)
Descriptors: *Bilingual Students/ Case (Grammar)/ Comprehension/ Elementary School Students/ *English/ English (Second Language)/ Grammar/ *Language Development/ Language Proficiency/ Language Research/ *Language Skills/ *Language Tests/ *Language Universals/ Linguistic Performance/ Linguistic Theory/ Primary Education/ Second Language Learning / Spanish Speaking
Identifiers: Possessives/ *Tense (Verbs)/ Voice (Verbs)

ED172558 FL010376
Bilingual Education: A Cognitive Approach to Learning. CUNYForum, No. 3.
Hoffman, Gerard
City Univ. of New York, N.Y. Graduate School and Univ. Center. Program in Linguistics.
77 16p.; Paper presented at the Annual Queens College Conference on Bilingualism and Second Language Learning, (2nd, November 10, 1976)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Geographic Source: U. S./ New York
The goals of bilingual education and its relationship to education are examined, and a model for bilingual education is proposed. A definition of bilingual education is emerging that permits the child to choose the mode of communication with which he is most comfortable. Cognitive psychology and its emphasis upon the child's active interactions with his environment is a strong argument for supporting mother-tongue instruction. Bilingual education designed as an integrated curriculum that is child-centered rather than teacher-centered is advocated. This model is designed to maximize cognitive growth and encourage symbolic activities through interpersonal interactions. All children are encouraged to manipulate their environment and explore their developing conceptualizations. The language that the child knows best is the medium for exploring and working through ideas. The learning of English is most effectively accomplished when children have an opportunity to use it in functional contexts with English-speaking peers. Integrating the curriculum will permit students to become familiar with the interrelationship between the parts of the curriculum and will prepare them to use all forms of language so that they can bring ideas and facts together without letting it interfere with the comprehension of concepts. This means that they will develop a communicative competence along with a cognitive competence. (SW)
Descriptors: *Bilingual Education/ Child Language/ *Cognitive Development/ *Communicative Competence (Languages)/ Elementary Education/ *Integrated Curriculum/ *Language Development/ Learning Theories/ Linguistic Theory/ *Sociolinguistics

ED171114 FL010253
A Sociolinguistic Assessment of the Notion 'Im/migrant Semilingualism' from a Social Conflict Perspective. Working Papers on Bilingualism, No. 17.
Brent-Palmer, Cora
Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.
Apr 79 45p.
Sponsoring Agency: Department of the Secretary of State, Ottawa (Ontario).
Available from: Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M58 1V6 (As long as supply lasts)
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Geographic Source: Canada/ Ontario
This study challenges the Toukamaa and Skutnabb-Kangas theory of semilingualism and suggests that an integrated set of sociological and sociolinguistic factors can predict the performance of minority bilinguals in school. Semilingualism is described as a low level of competence in the minority language, a linguistic handicap that prevents the individual from acquiring the linguistic skills appropriate to his original language capacity in any language. Within the framework of a social conflict theory of power, sanctions, and conflict, where there are subordinate and dominant language groups, numerous examples are presented of social class and language-related differences that suggest that existing bilingual education programs neither provide for nor test for ethnolinguistic differences. Because subordinate immigrant language groups develop contact-dialects and non-standard varieties of both the native and the dominant language, instruction in the schools could be built around the vernacular and allow for gradual transition to standard versions of either the native or the dominant language. Conventional researchers from dominant language groups need to take into account sociological and sociolinguistic factors that contribute to subordinate language groups' use of the dominant language. Information is needed for: (1) support for the subordinate languages in education; (2) degree of language shift in the subordinate language community; (3) the contrast between the home language code/performance style and that of the school; and (4) ways that teaching and testing can be changed to accommodate subordinate language-group children. (Author/MHP)
Descriptors: *Bilingual Education/ Code Switching (Language) / Cognitive Development/ *Cognitive Tests/ Cross Cultural Studies/ Culture Conflict/ Ethnography/ Immigrants/ Language Attitudes/ Language Research/ Linguistic Borrowing/ *Linguistic Competence/ Linguistic Performance/ Migrants/ Nonstandard Dialects/ *Second Language Learning/ Social Factors/ *Sociocultural Patterns/ Socioeconomic Status/ *Sociolinguistics/ Testing
Identifiers: *Semilingualism/ Threshold Level

ED159934 FL009791
The Dual Language Process in Young Children. Bilingual Education Paper Series, Vol. 1, No. 4.
Thonis, Eleanor
North Slope Borough School District, Barrow, Alaska.
Nov 77 16p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Available from: National Dissemination and Assessment Center, 5151 State University Drive, King Hall C2094A, Los Angeles, California 90032 ($1.00)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Language: ENGLISH
Geographic Source: U.S./ California
A review of available research supports the observation that the young child who lives and grows in the midst of dual language opportunities may enjoy benefits of mental flexibility or may suffer burdens of mental confusion. Further research must explore the language-thought relationship, consider the effects of dual language learning on cognitive processes and draw conclusions relevant to objectives and methods in bilingual education during the period of optimum language learning. Central to this question is a consideration of refining the mother tongue even when it is not the dominant language of the community. For those children in dual language settings, parents and teachers should keep the two languages growing in separate contexts so that coordinate language systems may result. They should provide good models and a rich background of environmental encounters. An early childhood bilingual education program will provide experiences to help children understand and relate to their environment and the larger society as well as providing language to enable the child to label, classify and store the experience for later retrieval. As the program continues, it will give due consideration to the best language of instruction in the various subject areas, the teaching of reading and writing, and the distinction between learning concepts and learning the language to express concepts. The challenge lies in guiding learners through the process so they may be competent, knowledgeable and comfortable in two environments and in two languages. (AMH)
Descriptors: *Bilingual Education/ Bilingualism/ Bilingual Students/ Child Language/ Cognitive Development/ *Cognitive Processes/ Concept Formation/ Early Childhood Education/ *Language Development/ Language Instruction/ Language Learning Levels/ Language of Instruction/ Language Programs/ *Language Research/ Language Skills/ Learning Experience/ *Learning Processes/ Literature Reviews/ Preschool Learning/ Program Content/ Psycholinguistics/ *Second Language Learning/ Teaching Methods
Identifiers: Critical Period Hypothesis/ *Dual Language Learning

ED154604# FL009431
Second-Language Acquisition in Childhood.
McLaughlin, Barry
78 239p.
Available from: John Wiley and Sons, Inc., One Wiley Drive, Somerset, New Jersey 08873 ($14.95)
Document Not Available from EDRS.
This book is a comprehensive treatment of the literature on second language acquisition in childhood, viewed in terms of contemporary process models. After a general introduction on bilingualism in society, six major topics are considered: first-language acquistion, language acquisition and learning in childhood and adulthood, simultaneous acquisition of two languages in childhood, successive acquisition of two languages in childhood, second-language programs in elementary school and some effects of bilingusalism. Basic to the whole discussion is the examination of first language acquisition: the skills the child is thought to bring to the process, tasks to be accomplished, and developmental stages. The other topics considered are: the critical period hypothesis, developmental processes involved in simultaneous and successive acquisition of a second language, the effect of interference, code-switching, second language programs for children in the United States and Canada, the effects of bilingualism, and research dealing with cognitive processes in bilingual individuals. Three tentative conclusions are drawn. These deal with cognitive strategies, description acquisition, storage and retrieval of first and second languages. (AMH)
Descriptors: *Bilingualism/ Bilingual Students/ *Child Language/ Cognitive Processes/ Communicative Competence (Languages)/ Elementary Education/ Error Analysis (Language)/ Fles/ Immersion Programs/ Interference (Language Learning)/ *Language Development/ Language Fluency/ Language Instruction/ Language Learning Levels/ Language Maintenance/ Language Programs/ *Language Skills/ Literature Reviews/ Multilingualism/ *Psycholinguistics/ *Second Language Learning / Second Languages/ Sociolinguistics
Identifiers: Code Switching (Language)/ Critical Period Hypothesis

ED149605 FL009176
Bilingual Behavior and Social Cues: Case Studies of Two Bilingual Children.
Fantini, Alvino E.
77 32p.; Paper presented at the Annual Boston University Conference on Language Development (2nd, Boston, Massachusetts, Dept. 30-Oct. 1, 1977)
Available from: Hornbeam Press, Inc., 6520 Courtwood Drive, Colombia, South Carolina 29206 (To be published as "Language Choice and Social Variables: Case Studies of Two Bilingual Children" in "Aspects of Bilingualism")
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
This study examines one aspect of sociolinguistics: social cues affecting the choice of language in the speech of children bilingual in Spanish and English. The study is based on data collected from the speech of two children, from birth to age nine in the first case and from birth to five in the second. Analysis focussed on the identification of those social factors which the children considered in selecting the appropriate code to use in each instance. Even though their less dominant language (English) was slightly delayed in onset, appropriate code selection was clearly manifest toward the end of the second year in both cases. The factors which appeared to influence choice were, first of all, the interlocutors, secondly the setting, and next the function and form of the speech act. Each of these areas was tempered by additional considerations as time went on. Surprisingly, however, the topic of conversation was not a factor causing either child to favor one or the other of their available codes. Through analysis of the data, it is possible, to identify not only the temporal order in which each social factor became of importance, but also to specify a hierarchical order of importance of these factors. (Author/AM)
Descriptors: *Bilingualism/ Bilingual Students/ Case Studies / *Child Language/ Discourse Analysis/ Language Development/ Language Research/ *Language Usage/ *Social Factors/ *Sociolinguistics/ *Spanish/ Speech Communication
Identifiers: *Code Switching (Language)

ED149588 FL009113
Overview of Major Theories and Identification of Crucial Factors in the Acquisition of First and Second Language Skills.
Thompson, David C.
77 32p.; Not available in hard copy due to marginal legibility of original document.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
This document reviews the major trends of thought concerning first and second language acquisition, in an attempt to trace a sequential history to second language teaching methodology today. The contributions of the behaviorist and nativist schools of thought are examined in particular, and two major issues are focused upon: (1) the origins of second language teaching methodology and the way it is evolving; and (2) the implications for language teachers of historical and current thought concerning language motivation and crucial factors in the acquisition of language skills. (Author/CLK)
Descriptors: *Child Language/ Cognitive Processes/ *Language Development/ *Language Instruction/ Language Research/ Language Skills/ Language Teachers/ Learning Motivation/ Learning Theories/ *Linguistic Theory/ Literature Reviews/ Psycholinguistics/ *Second Language Learning/ Student Motivation/ *Teaching Methods
Identifiers: Behaviorism/ Nativism

ED147430# UD017630
An Analysis of the Effects of Language Acquisition Context Upon the Dual Language Development of Non-English Dominant Students.
Levy, Rosemary S.
76 320p.; Ph.D. dissertation, Columbia University
Available from: University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-29,104)
Document Not Available from EDRS.
This dissertation compares the relative effects of two contrasting approaches to bilingual instruction and of bilingual education as compared to traditional English monolingual education upon the dual language development and use of a group of first and second grade Italian dominant students. The sample of the study consisted of 106 Italian immigrant students attending public schools in Brooklyn, New York. There were three groups: (1) the fused language acquisition context group (FLAC), (2) the English monolingual group (EM), and (3) the separate language acquisition context group (SLAC). It was hypothesized that, upon completion of seven months of classroom instruction, the SLAC group would show more advanced syntactic and vocabulary development, linguistic maturity, and overall communicative ability, as well as greater linguistic independence and less language alternation in both English and Italian than the other two groups. Findings indicated that the SLAC group achieved significantly greater gains in linguistic maturity. All other findings were non significant except the degree of linguistic independence as found in favor of the EM group. The findings provide evidence in support of the separate language acquisition method in particular and of bilingual instruction in general as a viable means of educating the non-English dominant student. (Author/AM)
Descriptors: *Bilingual Education/ Bilingual Students/ Doctoral Theses/ Immigrants/ *Instruction/ *Italian Americans/ *Non English Speaking/ *Second Language Learning/ *Teaching Methods
Identifiers: *New York (Brooklyn)

ED145685# FL008934
Bilingualism in Early Childhood. Papers from a Conference on Child Language.
Mackey, William F., Ed.; Andersson, Theodore, Ed.
77 443p.
Available from: Newbury House Publishers, Inc., 68 Middle Road, Rowley, Massachusetts 01969 ($13.95)
Document Not Available from EDRS.
This book consists of the 29 papers presented at the Conference on Child Language co-sponsored by the Center for Applied Linguistics and the American Council on the Teaching of Foreign Languages in Chicago in November of 1971. The subject of the conference was restricted to the learning of two or more languages or dialects by young children, especially between the ages of three and eight, with particular attention to the social setting. The volume is divided into the following eight sections: (1) Theory and Method; (2) Early Language Learning; (3) Family Bilingualism; (4) Bilingualism and Society; (5) Planning Preschool Language Learning; (6) Planning the Primary Curriculum; (7) Case Studies of School Bilingualism; and (8) Policy and Research. (CFM)
Descriptors: *Bilingual Education/ *Bilingualism/ Black Dialects/ *Child Language/ Children/ Curriculum Planning/ Educational Policy/ Elementary Education/ Immersion Programs/ *Language Development/ Language Instruction/ Language Maintenance/ Language of Instruction/ Language Programs/ Language Research/ Learning Processes/ Preschool Children/ Preschool Education/ Psycholinguistics/ *Second Language Learning/ Semantics/ Sociolinguistics

ED144396 FL008900
Neurological Research on Language and the Implications for Teaching Bilingual Children to Read. Occasional Papers on Linguistics, No. 1.
Giordano, Gerard
Southern Illinois Univ., Carbondale. Dept. of Linguistics.
Apr 77 6p.; Proceedings of the International Conference on Frontiers in Language Proficiency and Dominance Testing (1st, Southern Illinois University, Carbondale, Illinois, April 21-23, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Neurological data indicate that the universal aptitude for functional language is biologically based, species specific, and developmental. The universality of functional oral speech is indisputable. Everyone, however, does not exhibit similar expertise in processing oral and visual language. Many people can speak two languages functionally but read functionally in neither. Is visual language a generically distinct and substantively more difficult type of processing than oral language or are children taught to read in a way that does not optimally conform to the essential nature and organization of the brain? Children are taught a set of nonlinguistic skills which do not equal reading. The appropriateness of the skills is decided on the basis of whether they result in communicative processing of visually initiated language, which is reading. Is a nonlinguistic approach to reading the optimal instructional approach? The neuropsychological literature predicts that language aptitude cannot be reliably accessed by nonlinguistic channels. Bilingual children should be taught through their primary language, but the instruction must be linguistic in nature. A reading curriculum should increase the probabilty that students will be able to transfer their oral language ability to the problem of reading. The optimal method should be based on basic communicative strategies which introduce vocabulary, syntax, and subject matter compatible with the major channel of language processing. (Author/CFM)
Descriptors: Bilingual Education/ Bilingualism/ *Bilingual Students/ Cognitive Processes/ Functional Reading/ *Language of Instruction/ Language Research/ *Learning Processes/ Literature Reviews/ *Neurolinguistics/ Neurological Organization/ Psycholinguistics/ Reading/ Reading Comprehension/ *Reading Instruction/ *Reading Processes/ Reading Research/ Reading Skills
Identifiers: *Language Processing

ED143218 FL008786
The Comparative Study of First and Second Language Acquisition.
Spolsky, Bernard
Mar 77 36p.; Paper presented at the Annual Linguistics Symposium on Language Acquisition (6th, Milwaukee, Wisconsin, March 18-19, 1977)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
The interaction between theoretical linguistics and language teaching has historically been problematic. This interaction is viewed here from the standpoint of educational linguistics, which is the intersection of linguistics and related language sciences with formal and informal education. The issue is the relevant educational problem that knowledge about language acquisition could help solve. To this end, three related questions from the fields of psycholinguistics and language acquisition are investigated: (1) What is the normal course of the development of language in an individual? (2) Given the normal range of individual variability in the development of communicative competence, what factors account for this variation? (3) Which of these factors are susceptible to control by an educational system? It is felt that the answers to these questions are basic to language education, since they both set its limits and suggest the kind of intervention that might permit helping each individual. (CLK)
Descriptors: *Child Language/ Communicative Competence (Languages)/ Interdisciplinary Approach/ *Language Development/ Language Research/ Language Usage/ Language Variation/ *Linguistic Theory/ *Psycholinguistics/ *Second Language Learning

ED142073 FL008736
Bilingual Education: Current Perspectives. Volume 2: Linguistics.
Tucker, G. Richard, And Others
Center for Applied Linguistics, Arlington, Va.
Jul 77 195p.
Available from: Center for Applied Linguistics, 1611 North Kent St., Arlington, Virginia 22209 ($7.95 plus $1.50 postage and handling for orders under $10.00)
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Recognizing a need for an objective, multidisciplinary and comprehensive look at the field of bilingual education, the Office of the Commonwealth of Puerto Rico and the Center for Applied Linguistics cooperated in a state-of-the-art study of the field. State-of-the-art papers were commissioned in four general areas concerning bilingual education: social science, languages and linguistics, law, and education. Each paper formed the central focus for a separate conference at which it was discussed and elaborated upon by specialists from various fields within a given discipline. This volume is the second in a series of four volumes that present a collection of the major papers and the viewpoints of the discussants. The focus of the volume is linguistics. The state-of-the-art paper is "The Linguistic Perspective," by G. Richard Tucker, and the viewpoints include: "Linguistic Theory," by Charles A. Ferguson; "Teaching Bilingual Children," by Gustavo Gonzalez; "Second Language Learning," by Evelyn R. Hatch; and "Research," by Christina Bratt Paulston. A bibliography concludes the volume. (CLK)

Descriptors: *Bilingual Education/ *Bilingualism/ Bilingual Students/ Child Language/ Educational Policy/ Language Development/ Language Instruction/ Language of Instruction/ *Language Research/ Language Usage/ *Linguistic Theory/ Second Language Learning/ Sociolinguistics/ *State of the Art Reviews

ED138074# FL007874
Order of Emergence of Control in English Grammatical Structure in Native and Non-Native English Speaking Children
Horvath, Barbara
Pacific Northwest Conference on Foreign Languages, Portland, Oreg.
Apr 75 7p.; Paper presented at the Annual Meeting of the Pacific Northwest Council on Foreign Languages (26th, Simon Fraser University, April 17-19, 1975)
Available from: Not available separately; see FL 007 842
Document Not Available from EDRS.

The research reported in this paper is concerned with three questions. Are the processes of language development complete by the time children begin school? What is the order of the emergence of control of grammatical rules? And is that order similar for first and second language learners? The data used in the analysis come from a project centered at Michigan State University, which was to design an English curriculum for the children of migrant agricultural workers, most of whom spoke Spanish as a native language. A test was designed which would show what native-speaking children of eight to eleven years of age knew about their grammar. This test would then be used to select the children who were not native speakers to participate in the English program. The test was designed to cover a wide range of grammatical constructions, from the simple to the complex. The results gave the following answers to the three questions: (1) Language development is not complete by the time children begin school; (2) The order of grammatical control is as follows: possessives, present tense, past tense, negation, comparative adjectives, sentence combining, and, finally, tag questions; and (3) By and large the order of the emergence of grammatical control is similar for first and second language learners. (CFM)

Descriptors: Adjectives/ Child Language/ Children/ Elementary Education/ *English (Second Language)/ Generative Grammar/ *Grammar/ *Language Development/ *Language Tests/ Migrants/ Native Speakers/ Negative Forms (Language)/ Nonstandard Dialects/ *Second Language Learning/ Sentence Structure/ Spanish/ *Spanish Speaking/ Tenl/ Verbs

ED122592 FL006674
A Theoretical Perspective on the Relationship of Bilingualism and Thought: Revisited. Working Papers on Bilingualism, No. 2.
Neufeld, Gerald G.
Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.
Mar 74 6p.; For related documents, see FL 006 664 and FL 006 670-673
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
This paper consists of a critique of a paper by James Cummins which appeared in issue number 1 of the Working Papers on Bilingualism, entitled "A Theoretical Perspective on the Relationship between Bilingualism and Thought." Cummins' paper gives the impression that nearly all of the recent studies exploring the effects of bilingualism upon cognitive development and intellectual growth in children strongly support the view that bilinguals excel in problem solving, concept learning, abstract reasoning and general academic achievement. The present paper criticizes this impression, and by reviewing some of the relevant literature, demonstrates that one cannot necessarily conclude that bilingual children are superior. The goal of the studies in bilingualism is not to prove that bilingual education augments cognitive flexibility but rather to show that a second language can be acquired in primary school without detrimental effects. This paper agrees with Cummins' consideration of both linguistic and nonlinguistic factors for understanding bilingualism, but challenges the view that second language learning necessarily introduces the student to the philosophy, attitudes or feelings associated with that language. It is argued that there are not sufficient data to support the idea that a knowledge of French or English as a second language augments cognitive or verbal skills. (CLK)
Descriptors: *Bilingualism/ Child Language/ *Cognitive Development/ Cognitive Processes/ Language of Instruction/ Language Research/ *Language Skills/ *Literature Reviews/ Primary Education/ Psycholinguistics/ *Second Language Learning/ Sociolinguistics
Identifiers: *Cummins (James)

ED116479 FL007357
English as a Second Language in Kindergarten--Language and Concept Development. Preschool Education Series, No. 4. Indochinese Refugee Education Guides.
Center for Applied Linguistics, Washington, D.C.
75 6p.; Adapted from "Teaching English as a Second Language in the Kindergarten," by Muriel Saville-Troike; For related documents, see FL 007 354-356
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Oral language development in early childhood education is concerned with conceptual development as well as with skill formation. There seems to be an order in which most children learn to verbalize basic concepts. This guide lists classroom activities that may be used to facilitate and enhance the conceptual development of kindergarten children in heterogeneous groups which include children who are just learning English. The activities are grouped in the following main categories: (1) naming people and objects; (2) following directions; (3) describing actions in progress; (4) describing positional relationships; (5) describing objects; size, color, shape and texture; (6) making comparisons; (7) identifying groups; (8) giving bases for grouping; and (9) telling stories. (Author/TL)
Descriptors: Class Activities/ Classroom Games/ *Concept Formation/ Concept Teaching/ *English (Second Language)/ Group Activities/ *Indochinese/ *Kindergarten/ Language Development/ Language Instruction/ Language Skills/ Learning Processes/ Preschool Education/ Refugees/ Second Language Learning/ Speaking Activities/ Speech Skills/ Story Telling/ *Teaching Guides/ Teaching Methods/ Verbal Development

ED102866 FL006730
Implications of Language Learning Theory for Language Planning: Concerns in Bilingual Education. Papers in Applied Linguistics, Bilingual Education Series: 1.
Paulston, Christina Bratt
74 43p.
Available from: Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209 ($2.00)
EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE
This paper is a statement, from the viewpoint of a language teaching specialist, of the contributions language learning theory could make to language planning. It consists of three parts: (1) a conceptual framework of language planning used to identify ways in which a linguist might contribute; (2) a summary of basic concepts of language learning theory, and (3) a review of literature on selected problems in bilingual education in order to examine the validity of any implications from language learning theory. The examination of several language learning theories leads to the conclusion that teachers in bilingual programs should have training in the methods of teaching English as a second language and that the socioeconomic and cultural background of the non-English-speaking student cannot be ignored if efficient learning is to take place. (PMP)
Descriptors: *Bilingual Education/ Bilingualism/ Cultural Background/ *English (Second Language)/ Language Instruction/ *Language Planning/ Language Programs/ *Learning Theories/ Non English Speaking/ *Second Language Learning/ Socioeconomic Background/ Teacher Education/ Teaching Methods

ED092265 24 RC007891
A Synthesis of Theories and Research on the Effects of Teaching in First and Second Languages: Implications for Bilingual Education.
Cornejo, Ricardo J.
New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Jun 74 133p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Bureau No.: BR-6-2469
Contract No.: OEC-1-6-062469-1574(10)
Available from: National Educational Laboratory Publishers, Inc., 813 Airport Blvd., Austin, Tex. 78702 (Stock No. EC-015, $5.00)
EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE
The paper provides up-to-date factual information for first and second language acquisition and bilingualism for administrators, teaching staff, parents, students, and others concerned with this subject. The overview of present educational theories, research and development, practices, and legislation in the areas of language acquisition and language learning includes: (1) a general view of theories and research on language acquisition; (2) a review of conferences and experimental designs in some European and Latin American countries; (3) a summary of the 3 most relevant taxonomies of bilingual education to date; (4) a list of the 123 programs in this country designed specifically for Mexican American children; (5) discussion summaries of exemplary programs in the Southwest; (6) a description of the unique immersion program being implemented in Culver City, California; (7) selected excerpts from legislation dealing with bilingual education; and (8) general conclusions and recommendations. Among the general recommendations are: (1) planning of bilingual curriculum to provide for all bilingual students; (2) providing a program flexible enough for slow learners and bright students as well; and (3) having all universities in the Southwest offer a bilingual education major. The form used to gather information on exemplary bilingual programs is presented in the appendix. (NQ)
Descriptors: *Bilingual Education/ Conference Reports/ Curriculum Development/ *Educational Programs/ Educational Theories/ Experimental Programs/ Foreign Countries/ Higher Education/. Legislation/ *Mexican Americans/ *Program Descriptions/ Program Evaluation/ *Second Language Learning/ Taxonomy

ED061812 FL003040
The Dual Language Process in Young Children.
Thonis, Eleanor
Laval Univ., Quebec. International Center on Bilingualism.
Nov 71 15p.; In "Conference on Child Language," preprints of papers presented at the Conference, Chicago, Illinois, November 22-24, 1972
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Problems attributed to dual language learning in early childhood have been exaggerated and may be the result of a failure to control significant research variables. The relationship between a child's acquisition of a language and his ability to think must be better understood for closer investigation of the effects of dual language learning. Several conditions do appear to be conducive to promoting dual language acquisition. It seems that the two languages should be kept in separate contexts so that coordinated language systems might develop. The best language models must be available in both languages. A rich and varied background of environmental encounters is important as are acceptance of the child's uniqueness, respect for his native language, appreciation of his cultural heritage, and attention to his specific language requirements. Curriculum design for early childhood bilingual education should take these conditions into account and encourage improved oral language ability and introductory literacy skills in the native language, intensive oral language development and readiness for literacy in the second language, and access to knowledge in the stronger language. (VM)
Descriptors: *Bilingual Education/ Bilingualism/ Child Language/ *Cognitive Processes/ *Curriculum Design/ Curriculum Development/ Early Childhood/ *Early Childhood Education/ Educational Strategies/ English (Second Language)/ Interference (Language Learning)/ *Language Development/ Language Skills/ Learning Processes/ Literacy/ Minority Groups / Second Language Learning/ Sociolinguistics/ Thought Processes

ED057647# FL002612
Toward a Cognitive Approach to Second-Language Acquisition. Language and the Teacher: A Series in Applied Linguistics, Volume 17.
Lugton, Robert C., Ed.; Heinle, Charles H., Ed.
71 244p.
Available from: Center for Curriculum Development, Inc., 401 Walnut St., Philadelphia, Pa. 19106 ($3.90)
Document Not Available from EDRS.
This collection of articles concerns various aspects of a cognitive approach to second language learning. The discussion of such an approach involves current ideas in linguistics, psychology, and sociology. The 13 chapters represent the work of 14 authors and include the following titles: "Toward a Cognitive Approach," "Teaching English to Speakers of Other Languages: The State of the Art," "Instructional Strategies: Their Psychological and Linguistic Bases," "Implications of Recent Psycholinguistic Developments for the Teaching of a Second Language," "Learning a Language in the Field: Problems of Linguistic Relativity," "The Analogy between First- and Second-Language Learning," "The Audio-Lingual Habit Theory Versus the Cognitive Code-Learning Theory: Some Theoretical Considerations," "Code-Cognition Approaches to Language Learning," "Adding a Second Language," "From Skill Acquisition to Language Control," "Toward a Better Implementation of the Audio-Lingual Approach," "C'est la Guerre? or Can Cognition and Verbal Behavior Co-Exist in Second-Language Learning," and "Some New Strategies for Teaching Oral Skills." (VM)
Descriptors: Audiolingual Methods/ *Cognitive Processes/ Communication (Thought Transfer)/ Deep Structure/ Educational Strategies/ English (Second Language)/ Language Instruction/ Language Skills/ *Learning Theories/ Linguistic Competence/ *Linguistic Theory/ Psycholinguistics/ *Psychology/ *Second Language Learning/ Sociology/ Teaching Methods/ Transformation Theory (Language)/ Verbal Development

ED027527# AL001754
Some Psychological Perspectives on Bilingualism and Second Language Teaching.
Barkman, L. Bruce
McGill Journal of Education, v4 n1 Spring 1969
69 11p.
Available from: Business Manager, McGill Journal of Education, Macdonald College Post Office, Province of Quebec, Canada (Single copy $1.00).
Document Not Available from EDRS.
Selected for discussion in this paper are some investigations which have results relevant to second-language teaching, insofar as they might affect the learners, the teachers, and the materials used. These psychologically oriented studies of bilingual comunities deal with (1) bilingualism and intelligence, (2) language aptitude, (3) motivation, (4) bilingual skill levels, (5) stages of bilingual development, and (6) compound and coordinate models of bilingualism. The author hopes that educators, psychologists, and linguists will be able to use together the insights they have gained separately toward the development of more effective second-language programs. They will then be communicating not only among themselves, but the results of their labors will eventually open the avenues of communication between the two major language and culture groups in Canada. (AMM)
Descriptors: Aptitude Tests/ *Bilingualism/ *Bilingual Students/ *English (Second Language)/ *French/ Intelligence/ Interdisciplinary Approach/ Language Programs/ Motivation/ National Programs/ Psycholinguistics/ *Second Language Learning/ Student Attitudes/ Teacher Attitudes
Identifiers: *Canada/ Compound Bilinguals/ Coordinate Bilinguals

Part Two consists of the following chapters:

5. Curriculum Design; Interdisciplinary Approaches
6. Program Planning, Management and Operation
7. Student Identification, Assessment and Evaluation
8. Culture and Bilingual Education

Part II is concerned with the larger aspect of instruction related to overall program development, curriculum design, program management, and interdisciplinary approaches to bilingual education.

Chapter 7 should be of particular interest. Opinions differ on how best to determine the primary language of children. Must parents be surveyed? If so, what do you do if the parents themselves do not know English? What procedures can you use to assess students to determine their English proficiency? And finally, how can you assure that testing procedures do not make students victims of culture bias?

Part II. Curriculum Design and Program Operation

Chapter 5. Curriculum Design; Interdisciplinary Approaches

Some Questions You Should Ask

1. How can the bilingual program be integrated throughout your school's curriculum?
2. How can you involve both the community and your school's entire professional staff in designing your bilingual curriculum?
3. How much time should be allocated for instruction in each language in your bilingual program?
4. To what extent are civil rights legal requirements a consideration to your school in designing a bilingual curriculum?
5. What philosophy of bilingual education must your school's curriculum accommodate?
6. Do ***all*** teachers and others in your school understand and respect the special needs of your bilingual students?

Chapter 5. Curriculum Design; Interdisciplinary Approaches

EJ209578 FL512605
Procedure: The Key to Developing an ESP Curriculum.
Litwack, David M.
TESOL Quarterly, v13 n3 p383-91 Sep 1979 Sep79
Reprint: UMI
Language: ENGLISH
This article describes the procedure for developing skill-based ESP (English for Special Purposes) curricula for intensive, technology-oriented training programs. (Author/CFM)
Descriptors: *Curriculum Planning/ *English for Special Purposes/ *English (Second Language)/ Job Analysis/ Job Training/ *Sciences/ *Teaching Methods/ *Technology/ Training Techniques
Identifiers: *English for Science and Technology

EJ203630 RC503394
An Integrated Bilingual Curriculum Model.
Brisk, Maria Estela; Wurzel, Jaime
NABE: The Journal for the National Association for Bilingual Education, v3 n2 p39-51 Win 1979 79
Language: ENGLISH
The article offers a theoretical framework including a brief review of the literature on the importance of attitudes and second language learning, bilingualism and cognition, and bilingualism and language acquisition. Based on this theoretical framework, an integrated bilingual kindergarten curriculum model is presented. (NQ)
Descriptors: *Bilingual Education/ Cognitive Development/ *Curriculum Design/ *Integrated Curriculum/ *Kindergarten/ Language Attitudes/ Language Development/ Second Language Learning/ Team Teaching

EJ197055 SO506955
Bilingual-Multicultural Education: Towards Collaboration between Bilingual Education and the Social Studies.
Poster, John B.
Social Education, v43 n2 p112,114-15 Feb 1979 Feb79
Reprint: UMI
Language: ENGLISH
Explores advantages of emphasizing multicultural objectives across all curriculum areas rather than in specialized ethnic studies courses. Reviews ways to increase collaboration between bilingual education and the social studies. (DB)
Descriptors: *Bilingual Education/ Citizenship/ Educational Needs/ Educational Practice/ Elementary Secondary Education/ Interdisciplinary Approach/ *Multicultural Education/ Relevance (Education)/ *Social Studies/ *Spanish Americans

EJ179310 FL511138
Integrating ESL into the Total School Curriculum
Sampson, Gloria Paulik
TESL Talk, 9, 1, 59-67 W 78
The English as a second language (ESL) curriculum should focus on tasks which embody the kinds of thinking that students might encounter outside the ESL class setting. A sample ESL unit having tasks to provide intrinsic motivation to use certain linguistic structures is presented. (SW)
Descriptors: *English (Second Language)/ *Language Skills/ *Curriculum Design/ *Language Instruction/ Elementary Secondary Education/ Second Language Learning/ Learning Modules/ Language Usage/ Teaching Guides/ Student Motivation/ Unit Plan

EJ151208 CS707603
Some Aspects of Bilingualism for the English Teacher
Pialorsi, Frank
English Journal, 66, 1, 94-97 Jan 77
Descriptors: *Bilingualism/ *English Instruction/ *Bilingual Education/ *Linguistic Theory/ Secondary Education/ Educational Theories/ Sentence Structure

EJ129485 FL508270
Partners for Bilingual Education
Whitmore, Don R.
Bulletin of the Association of Departments of Foreign Languages, 7, 2, 17-19 Nov 75
This article discusses the role of professional educators such as foreign language professors and linguists, and of disciplines such as sociology, history, anthropology and fine arts in the preparation of bilingual-bicultural teachers. (CLK)
Descriptors: *Bilingual Education/ *Biculturalism/ *Teacher Education/ *Bilingual Teachers/ *Interdisciplinary Approach/ English (Second Language)/ Language Teachers/ Educational Policy/ Second Languages/ Bilingualism

EJ085479 AA516665
A Comparison of Bilingual and Monolingual Physical Education Instruction with Elementary School Students
Harris, Mary B.; Stockton, Santiago Jim
Journal of Educational Research, 67, 2, 53-4,56 Oct 73
This study measured differences between two groups being taught in English and Spanish in a physical education class. It was predicted that students instructed bilingually would be superior to those instructed monolingually. (Author/RK)
Descriptors: *Physical Education/ *Bilingual Education/ *Elementary School Students/ *Instructional Design/ *Questionnaires/ Spanish/ English/ Data Analysis/ Student Attitudes

EJ036725 TE201309
An Interdisciplinary Approach to Oral Language and Conceptual Development: A Progress Report
Robinett, Ralph F.
Elementary English, 48, 4, 203-8 Apr 71
A report on Interdisciplinary Oral Language Guide: Primary One" developed by the Michigan Department of Education. (RD)
Descriptors: Bilingual Education/ *Concept Formation/ *English (Second Language)/ Grade 1/ *Interdisciplinary Approach/ Language Development/ Learning Activities/ *Oral Communication/ *Spanish Speaking
Identifiers: Michigan

EJ033712 TE900135
A Total Approach to the High School English-as-a-Second-Language Program
Wissot, Jay
TESOL Quarterly, 4, 4, 361-364 Dec '70
Suggests how the high school English-as-a-Second-Language program might utilize the total resources of the school and synthesize its educational approach with the school's ideological mainstream. Specific mention is made as to how the ESL program can work with the music, art, reading, home economics, and physical education disciplines. (Author/FB)
Descriptors: Bilingual Education/ *Bilingual Students/ *English (Second Language)/ High School Curriculum/ *High Schools/ Interdisciplinary Approach/ *Language Programs/ Program Administration

ED184780 RC011962
Core Curriculum in a Multicultural School: Strategies for Multicultural Education in the Middle School.
Cunningham, M. E.
79 10p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Geographic Source: Mexico
The American School in Mexico City is a multicultural school drawing its students from the upper middle class with a pupil population of about 40% United States citizens, 40% Mexican, and 20% other nationalities. Admission is based on language proficiency, scholastic achievement, and ability to pay. The school admits monolingual Spanish speakers at kindergarten level only and provides a two- to three-year program of total immersion to prepare them to read in English at first grade. All through the elementary program, there is a half day of Spanish and a half day of English with course content taught in both languages. The middle school features a core curriculum combining social studies and English and incorporating the multicultural backgrounds of the students. At all levels, teaching strategies are based on recognition and appreciation of the students' cultural characteristics and differences. Family roles, community requirements, work ethics, student-teacher roles, and school attitudes are among the cultural variables taken into account in planning curriculum and teaching methods. Although the general goals of bilingualism may be similar in Mexico and the United States, bilingual programs in the two countries are different--largely because English, in Mexico, is an elite study. (JH)
Descriptors: Biculturalism/ *Bilingual Education/ *Core Curriculum/ Cross Cultural Training/ Cultural Education/ *Cultural Influences/ Elementary Education/ Integrated Curriculum/ Middle Schools/ *Multicultural Education/ Private Schools/ Program Descriptions/ *Second Language Learning/ *Spanish Speaking/ Teaching Methods
Identifiers: *Mexico

ED182975 FL009797
A Practical Guide to Multi-level Modular ESL.
Canzano, Phyllis Marrell; Canzano, Dorothea Marrell
74 20ip.
Available from: English Language Services, 14350 N.W. Science Park Drive, Portland, OR 97229
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Geographic Source: U.S./ Oregon
Resource materials and program planning guidelines are set forth for the creation of a multi-level, modular program in English as a second language for adult learners. An overview of the modular system briefly discusses staff requirements, program designs, and laboratory materials. The role and duties of the teacher aide are treated. Seven specific modules are described: grammar, spelling and handwriting, dialogue practice, reading, listening (16 specific lessons are given), composition, and vocabulary development. The following materials are included in module descriptions: (1) bibliographies; (2) structural course plans which detail objectives, materials, procedures, and means to motivate students; and (3) lesson plans. A chapter on supplementary enrichment discusses field trips, social activities, and audiovisual activities. Methods of evaluation and testing that are discussed include observable behavior, opinion surveys, oral interviews (including an example), written tests, and student evaluation of the class. A brief annotated source list of tests is appended. (JB)
Descriptors: Adult Education/ Audiovisual Aids/ Bibliographies/ Composition Skills (Literary)/ Curriculum Guides/ *English (Second Language)/ Evaluation Methods/ Field Trips/ Grammar/ Handwriting Instruction/ *Individualized Programs/ *Language Instruction/ *Language Tests/ *Learning Modules/ Lesson Plans/ *Listening Comprehension/ Program Design/ Reading Instruction/ Recreational Activities/ Resource Materials/ Second Language Learning/ Spelling/ Teacher Aides/ Vocabulary Skills
Identifiers: *Dialogs (Language Learning)

ED181725 FL010874
Reading in the Bilingual Classroom: Literacy and Biliteracy.
Goodman, Kenneth; And Others
National Clearinghouse for Bilingual Education, Arlington, Va.
79 51p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Report No.: ISBN:0-89763-011-4
Contract No.: 400-77-0101
Available from: National Clearinghouse for Bilingual Education, 1300 Wilson Boulevard, Suite B2-11, Rosslyn, Virginia 22209 ($3.50)
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Geographic Source: U.S./ Virginia
The issues of reading in bilingual education are examined with a primary focus on the contemporary classroom in the United States. Within bilinqual education, concern for reading has seldom reflected current research and theory, and little research has focused on reading within bilingual programs. In addition to focusing on the specifics of the classroom, issues are discussed in the context of human language and language use now and in the past. The development of literacy in multilingual countries must be based on understanding of linguistic realities in specific locations and must be in tune with political, economic, and cultural realities. The range of possibilities in the school's responses to bilingual or multilingual realities and the kind of literacy program each alternative requires are presented. The series of alternatives focus on maintenance, transitional, and English as a second language programs. Three common assumptions that have dominated curricular suggestions in bilingual literacy programs are discussed, and the range of ways to attend to reading issues in schools with bilingual pupils are examined. Teaching methods, instructional materials, and program evaluation for reading instruction in a bilingual, biliterate curriculum are covered. A list of references and information sources for bilingual bicultural materials is included. (SW)
Descriptors: *Bilingual Education/ Cultural Factors/ Cultural Pluralism/ Elementary Secondary Education/ *English (Second Language)/ Language Ability/ *Language Attitudes/ Language Maintenance/ Language Role/ *Literacy/ *Multicultural Education/ Reading Development/ *Reading Instruction/ Reading Materials/ Second Language Learning/ Sociocultural Patterns/ Sociolinguistics/ State of the Art Reviews/ Teaching Methods

ED180261 FL010972

Recommendations and Framework for Developing a Comprehensive Educational Master Plan to Comply with Title VI of the Civil Rights Act, 1964. Lau Center Manual IV.

Ochoa, Alberto; And Others

San Diego State Univ., Calif. Inst. for Cultural Pluralism.

May 77 198p.

Available from: Institute for Cultural Pluralism, 5544-1/2 Hardy Street, San Diego, CA 92182 ($3.63)

EDRS Price - MF01/PC08 Plus Postage.

Language: English

Geographic Source: U.S./ California

The development of a program to comply with Title VI of the Civil Rights Act of 1964 is discussed. A master plan is offered that encompases a manifold effort in the areas of administrative organization, community relations, diagnosis of student needs, instructional program design, staff development, counseling and guidance, curriculum and materials development, and strategies for assessment and evaluation. For each of these areas, an extensive outline is presented which details goals and procedures. If followed, these procedures can produce compliance with Title VI in accordance with a specified time line, and enable a community to meet the educational needs of its non- and limited-English-speaking students. An overview of compliance procedures provides information about the legislative background of federal mandates. Appendices include: (1) samples of goals and objectives for the development of a compliance-oriented master plan, (2) a checklist of questions for selecting an oral language assessment instrument, (3) a suggested checklist for developing an educational plan to meet Title VI regulations, and (4) sample district skeletal plans for Title VI compliance. (JB)

Descriptors: Administrative Organization/ Bilingual Education/ Check Lists/ Community Relations/ *Compliance (Legal)/ Curriculum Development/ Educational Assessment/ Educational Objectives/ Elementary Secondary Education/ *English (Second Language)/ Federal Legislation/ Guidance Counseling/ *Language Instruction/ Language Proficiency/ Language Programs/ Language Tests/ *Master Plans/ Material Development/ Needs Assessment/ *Non English Speaking/ Program Design/ *Program Development/ Program Evaluation/ Program Guides/ Speech Skills/ Staff Improvement/ Student Placement

Identifiers: *Civil Rights Act 1964 Title VI

ED180242 FL010896

Guidelines for the Formation of the Title VI Lau Steering Committee: Organizational Approach to Develop an Educational Master Plan. Phase II Manual.

Fierro, Leonard; And Others

San Diego State Univ., Calif. Inst. for Cultural Pluralism.

Jul 76 58p.; Table on page 33 will not reproduce well

Available from: Institute for Cultural Pluralism, 5544-1/2 Hardy Street, San Diego, CA 92182 ($1.92)

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Geographic Source: U.S./ California

Two steps in meeting the requirements of Title VI of the Civil Rights Act of 1964 are discussed: the formation and role of a Title VI Lau Steering Committee, and the involvement of the community in program implementation. Three models for the selection of steering committee members are presented, and suggested decision-making processes are offered. An outline for a community training and orientation workshop is included. The formation of a community task force is viewed as central to bringing all elements of the educational and wider community together to provide for the educational needs of non- and limited-English-speaking students. Ways to coordinate and occupy the task force are presented. These steps in program implementation are designed to conform with the demands of a specific time line. An introduction to the Lau Center six-phase scheme for full program implementation is included. (JB)

Descriptors: Bilingual Education/ *Committees/ Community Involvement/ *Community Role/ Compliance (Legal)/ Elementary Secondary Education/ *English (Second Language)/ Federal Legislation/ *Language Instruction/ Models/ *Non English Speaking/ *Program Development

Identifiers: *Civil Rights Act 1964 Title IV

ED176532 FL007432
Teaching English as a Second Language: A Handbook for Mathematics. Curriculum Bulletin Number 75CBM4, Secondary Level.
Azios, Maria Leticia; And Others
Houston Independent School District, Tex.
75 88p.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Geographic Source: U.S./ Texas
This course guide is intended for classroom use by teachers of secondary level mathematics to Spanish-speaking students of English as a second language (ESL). Both mathematical instruction and acquisition of English mathematical terminology are emphasized. The book is divided into chapters that comprise a Spanish-English glossary of mathematical terms, simple exercises involving the Roman and Mayan number systems, consumer arithmetic, fractions, decimals, positive and negative numbers, sets, graphs, equations, and geometry. (JB)
Descriptors: Arithmetic/ Bilingual Students/ Consumer Education/ Decimal Fractions/ *English (Second Language)/ Fractions/ Geometry/ Glossaries/ Graphs/ *Instructional Materials/ *Language Instruction/ Material Development/ *Mathematics Instruction/ Mathematics Materials/ Numbers/ Number Systems/ Secondary Education/ *Secondary School Mathematics/ Second Language Learning/ Set Theory/ *Spanish/ Spanish Speaking

ED176531 FL007431
Teaching English as a Second Language: A Handbook for Social Stuides. Curriculum Bulletin Number 75CBM6, Secondary Level.
Azios, Maria Leticia; And Others
Houston Independent School District, Tex.
75 119p.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Geographic Source: U.S./ Texas
This book of activities and exercises is intended as a guide for a course in secondary level English as a second language (ESL) for Spanish-speaking (especially Mexican-American) students. Increased proficiency in English is fostered by the examination of the Mexican-American cultural heritage. The material presented is useful in a variety of ESL teaching activities, including drills and exercises in repetition, substitution, transformation, memorization, directed questioning, and guided discussion. The book is prefaced with a rationale to guide the teacher, and each unit offers specific suggestions for audiovisual materials and other teacher aids to be incorporated into the classroom presentation. The units cover the following subjects: self-concept, civil rights, racial and ethnic groups in America, social awareness, music and culture, wedding customs, the folk tale, poetry, using maps, the Indians of Texas, the U.S. government, the industrial revolution, World War II, and world geography. The course is unified by the continuing project of constructing a bulletin board time-line of Mexican history. (JB)
Descriptors: Bilingual Students/ Cultural Education/ *English (Second Language)/ Geography/ History/ Instructional Aids/ *Instructional Materials/ *Language Instruction/ Material Development/ *Mexican American History/ Mexican Americans/ Secondary Education/ Second Language Learning/ *Social Studies/ Social Studies Units/ *Spanish/ Spanish Speaking
Identifiers: *Texas

ED168360# FL010221
The Place of Literature in the Teaching of English as a Second or Foreign Language.
Marckwardt, Albert H.
Hawaii Univ., Honolulu. East-West Center.
78 78p.
Available from: The University Press of Hawaii, 2840 Kolowalu Street, Honolulu, Hawaii 96822 ($3.50)
Document Not Available from EDRS.
Language: English
Geographic Source: U.S./ Hawaii
This inquiry into the role of literature in English as a second language is based upon an examination of six basic issues or principles: (1) the position of English as a foreign language within a country; (2) the aims of English instruction within a country; (3) the way in which the native literature is taught in a country; (4) the availability of English literature translations; (5) the particular nature of the English vocabulary and the well-established facts of word frequency and distribution; and (6) the role of literature in transmitting the target culture. Individual chapters are devoted to such topics as the role of English in the nation and in the schools; teaching the native literature; the teaching of literature in foreign language classes; factors influencing the teaching of literature in the foreign language curriculum including availability of translations, the cultural component in the literary curriculum, the vocabulary problem, and abridged texts; and what literature to teach. References are included in the text. (EJS)
Descriptors: Cultural Education/ Cultural Factors/ *English (Second Language)/ *English Curriculum/ *English Literature/ Language Attitudes/ *Language Instruction/ Language Role/ *Literature Appreciation/ *Second Language Learning/ Second Languages/ Teaching Methods

ED165466 FL009966
Teaching Language Through Science.
Korn, Caroline A.
78 11p.; For related document see FL 009 207; Paper presented at California Association of Teachers of English as a Second Language Conference (San Francisco, California, March 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Language: English
Geographic Source: U.S./ California
This article presents a rationale for correlation of science with language instruction, whether English as a second language (ESL) or first language development. Science can provide a conceptual base for vocabulary and syntactic develoomment. Numerous studies indicate that language ability can be significantly increased through participation in activity science programs. Units can be developed around students' previous experiences building upon their present knowledge and developing self-esteem. Focusing on behavioral objectives will help in planning science activities. Group work which will encourage student discussion and cooperation toward a goal should be planned. Suggested topics for units or learning centers include "Foods of Ancient America," "Mother's Medicines," and "Clay Like the Indians Used." (Author/EJS)
Descriptors: Behavioral Objectives/ Bilingual Education/ Classroom Techniques/ English (Second Language)/ Grammar/ *Integrated Activities/ *Interdisciplinary Approach/ Language Ability/ Language Development/ *Language Instruction/ *Science Activities/ *Science Instruction/ Spanish/ *Teaching Methods/ Vocabulary Development
Identifiers: *Science Language Correlation

ED165462 FL009959
Integrating Library Skills Instruction into the Bilingual Bicultural Classrooms or Preventing LESA Future Shock.
Montemayor, Aurelio Manuel; Stillman, Garry
Intercultural Development Research Association, San Antonio, Tex.
78 7p.; Page 7 may not reproduce clearly due to small type
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Language: English
Geographic Source: U.S./ Texas
This model, a preliminary overview, suggests that learning library skills be integrated into bilingual bicultural programs, as limited English speaking ability (LESA) students need information skills to cope with a world in which current information is essential. Integrated library skills instruction, in which collaboration between teachers and librarians is necessary, is defined as two sets of general curricular and library skills objectives, activities, and assessments merged into a unified curriculum. Support for this instruction lies in the hypothesis that classroom teachers have a dominant role in influencing a student's library use or non-use, that library skills are taught most effectively when instruction is integrated into the actual curriculum, and that library skills should be taught as basic thinking and learning skills that provide a means for attaining other learning objectives and not as ends in themselves. General suggestions for implementation of such a program are given, and a table of steps for this process is appended. (MHP)
Descriptors: *Bilingual Education/ *Bilingual Students/ Curriculum Development/ Curriculum Guides/ *Curriculum Planning/ Elementary Secondary Education/ Information Needs/ Information Science/ Information Seeking/ Information Utilization/ *Library Instruction/ Library Role/ *Library Skills/ Relevance (Education)/ *Student Needs/ Teaching Methods/ Teaching Models
Identifiers: *Limited English Speaking Ability

ED162525 FL009883
Beyond ESL: The Teaching of Content Other than Language Arts in Bilingual Education.
Jacobson, Rodolfo
Aug 78 10p.; Paper presented at World Congress of Sociology (9th, Uppsala, Sweden, August 14-18, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Language: English
Geographic Source: U.S./ Texas
A method in bilingual education by which subjects can be taught in two languages, known as "the Concurrent Approach," is the school curriculum defined and discussed here. After a brief overview of the professional literature, the rationale for the implementation of this approach is offered on the basis of four criteria: (1) mental processes, (2) community patterns, (3) adaptation to these patterns to satisfy pedagogical objectives and (4) sociolinguistic reinterpretation of the roles of teacher and class. The central argument focuses on the "General Theme" and the "System of Cues." The theme emphasizes the equal prestige of both codes, and the cues stress the four fundamental notions of interpersonal relationships, language development, curriculum and classroom strategies. The implementation of the approach is then summarized and a bilingual workshop described where teachers have been trained in concurrent teaching techniques. It is concluded that, except for the teaching of language arts, bilingual children should be taught concurrently in their two languages; bilingual teachers should, therefore, acquire expertise in the set of strategies that incorporates sociolinguistic sensitivity, identification of socio-pedagogical cues, and conscious manipulation of switching practices. (Author/AMH)
Descriptors: *Bilingual Education/ *Bilingualism/ *Code Switching (Language)/ Elementary Education/ English (Second Language)/ *Language of Instruction/ Language Proficiency/ *Language Usage/ Learning Motivation/ Psycholinguistics/ Second Language Learning/ Sociolinguistics/ Student Teacher Relationship/ Teacher Workshops/ *Teaching Methods/ Teaching Skills

ED157671 RC010655
The Development of an Integrated Bilingual and Cross-Cultural Curriculum in an Arctic School District.
Roberts, Helen
21 Jun 78 29p.; Paper presented at the Congress on Education of the Canadian School Trustees Association (1st, Toronto, Ontario, June 21, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
If, indeed, there is a formula for developing an integrated bilingual and cross-cultural curriculum, the Northwest Arctic School District's experience would suggest the following key elements of the development process: base the curriculum on the rapidly changing social context, rather than on stereotyped bicultural concepts; ensure local control of educational policy; treat the whole school curriculum, rather than separating language and cultural concerns; be honest and keep the curriculum processes clear and simple--develop simple educational goals and then achieve them; develop school-community unity by keeping advisory channels open. The Northwest Arctic School District operates 11 schools in an area of 36,000 square miles north of the Arctic Circle. It is an Inupiat Eskimo region, but the Inupiaq language has been almost lost. A fortuitous chain of events has delivered local control of education to rural Alaska. The District is one of 21 Rural Education Attendance Areas, which are governed by locally elected Regional School Boards. Now two years in existence, the District has set goals for students in relation to basic skills, life skills and cross-cultural skills and is pursuing a curriculum development process which incorporates staff, community, and program development. This paper discusses some of the problems and processes that have occurred in the development of a community-based curriculum, gives an example of the integrated approach, explores issues regarding the legal and funding structures, and offers some brief guidelines for the development of an integrated bilingual and cross-cultural curriculum. (Author/NQ)
Descriptors: *Alaska Natives/ American Indians/ *Bilingual Education/ Community Development/ *Cross Cultural Training/ *Curriculum Development/ Educational Development/ Financial Support/ *Integrated Curriculum/ Models/ Program Development/ Rural Areas/ Rural Education/ School Community Relationship/ School District Autonomy
Identifiers: *Northwest Arctic School District

ED153837# SE024134
Complete General Mathematics Program for Use in Bilingual Math Classes, Grades 9-12.
Williams, Roger
76 358p.; Oversize document; Marginally legible
Available from: ERIC Information Analysis Center for Science, Mathematics, & Environmental Education, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 (on loan)
Document Not Available from EDRS.
The major part of this document consists of a collection of worksheets and assessment instruments on various mathematics skills. Behavioral objectives for students at the Dos Palos High School are indicated for each page. The topics include place value, addition, subtraction, multiplication, division, fractions, decimals, and percent. Specific objectives and assessment instruments for levels within each topic are included. Also included are progress charts, pre- and post-tests, answer keys, and supplemental resource information. The sequences within topics are outlined in the appendix. (MN)
Descriptors: *Basic Skills/ *Behavioral Objectives/ *Bilingual Students/ Curriculum/ *Instructional Materials/ Learning Modules/ Mathematics Education/ Performance Based Education/ Program Descriptions/ Secondary Education/ *Secondary School Mathematics/ Tests/ *Worksheets

ED152475 95 RC010472
Curriculum Design for Native Americans: A Selected Topics Bibliography of ERIC Documents.
New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Apr 77 119p.; Small type through most of the document
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: 400-78-0023
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Drawn from issues of "Resources in Education" (RIE) and "Current Index to Journals in Education" (CIJE), this bibliography provides a comprehensive guide to resource materials, research findings, and developments related to curriculum design or development for Native Americans. Each citation is headed by an ERIC accession number. Both RIE and CIJE citations appear in numerical order according to accession number. RIE abstracts contain subject, author(s), and institution indexes, along with document resumes which include the ERIC accession number, author(s), title, source(s), date of publication, ERIC Document Reproduction Service prices or an alternate availability. CIJE abstracts have brief notations rather than the lengthier RIE abstracts and are provided when it is thought the article cannot be adequately described by a combination of major and minor descriptors, identifiers, and by information in the title. Each journal citation includes the publication date, article title, and information on the volume, number, and pages. Topics covered include teaching methods, second language learning, bibliographies, educational assessment, program design and evaluation, and cross cultural training. A list of the 16 ERIC Clearinghouses and their respective scopes is appended. (NLY)
Descriptors: Adult Basic Education/ *American Indians/ Bibliographies/ Bilingual Education/ Cross Cultural Training/ *Curriculum Design/ *Curriculum Development/ Educational Assessment/ Elementary Education/ *Evaluation/ Federal Programs/ Program Descriptions/ Reading Programs/ Secondary Education/ *Second Language Learning/ Teacher Education/ *Teaching Methods
Identifiers: *Native Americans

ED152095 FL009328
Guidelines for Full-Time Programs of Instruction in Transitional Bilingual Education.
Massachusetts State Dept. of Education, Boston. Bureau of Transitional Bilingual Education.
76 8p.; For related documents, see FL 009 327-329
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
This pamphlet outlines guidelines for the implementation of a full-time program of instruction in transitional bilingual education. The Transitional Bilingual Education Act mandates a full-time program of instruction in all those courses or subjects which a child is required by law to receive and which are required by the child's school committee. The present guidelines address the treatment of language mediums and the content to be covered in the language mediums. Discussion of the treatment of language mediums includes the language to be used as the medium of instruction at the elementary and secondary levels, the role of English in the curriculum, and the nature of change in the program - how the transition should take place. Mandated courses and subjects at both the elementary and secondary level are discussed, as well as the instruction in history and culture both in the child's dominant language and in English. Organization of the curriculum is briefly discussed, and the appendix consists of a discussion of the process of levelling, whereby each child is allowed to work at his or her ability level at all times. (CLK)
Descriptors: Ability Grouping/ Administrator Guides/ *Bilingual Education/ Bilingual Students/ Cultural Background/ Cultural Education/ *Curriculum Guides/ Elementary Secondary Education/ *English (Second Language)/ *Guidelines/ Instructional Programs/ Language Instruction/ Language of Instruction/ Language Programs/ Non English Speaking/ Program Content/ *Program Development/ Program Guides/ Second Language Learning/ State Programs
Identifiers: *Massachusetts/ *Transitional Bilingual Education

ED152088 FL009321
A Guide to the Development of Bilingual Education Programs.
Chicago Board of Education, Ill.
74 64p.; Document not available in hard copy due to marginal legibility of original
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Right to Read Program.
Grant No.: OEG-0-72-5328
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
This handbook is designed for school administrators, teachers, parents, and community groups who are interested in establishing a bilingual education program in their school. Since it is intended to be a practical, step-by-step guide to bilingual education, the handbook emphasizes the process of developing a program, pointing out alternatives available at each stage. The guide is organized into four chapters: (1) Deciding: Introduction; Considerations on Bilingual Education; The Planning Checklist; (2) Planning: The Planning Committee; The Needs Assessment; The Program Aims; The Program Design; (3) Organizing: Student Selection; Student Grouping; Curriculum Development; Staff Selection; Staff Training; Materials, Facilities, Budgets; (4) Operating: Pretesting; Methods of Instruction; Parent and Community Involvement; Dissemination; Evaluation. The appendix consists of a guide to sources of information and materials. A selected bibliography concludes the handbook. (CLK)
Descriptors: *Bilingual Education/ Bilingualism/ Bilingual Students/ Community Involvement/ Curriculum/ Curriculum Design / Curriculum Development/ Educational Objectives/ *Elementary Secondary Education/ Instructional Materials/ Instructional Staff/ Language Instruction/ Language of Instruction/ Language Teachers/ Needs Assessment/ Parent Participation/ *Program Design/ *Program Development/ Program Evaluation/ Program Guides/ *Program Planning/ Second Language Learning/ Teacher Education/ Teaching Methods/ Testing

ED149896 RC010294
Recommendations for the Improvement of Science and Mathematics Education for American Indians.
Green, Rayna; Brown, Janet Welsh
American Association for the Advancement of Science, Washington, D.C.
Dec 76 14p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Focusing on three education levels (precollegiate, collegiate, and the graduate and professional levels), the recommendations are based both on "what appears to work" and on "what appears to be worth trying". A fourth group of recommendations is aimed at responsible governmental agencies and professional and other organizations. The recommendations include: that an assessment of science and mathematics education in schools serving Indian students be conducted; essential characteristics of successful approaches to Indian education in these areas be integrated; bilingual techniques must be used where language retention is maximal, especially on the elementary levels; an ethnoscientific approach to teaching high school science be used; concentrated attention should be given to math deficiencies; special programs must be established in fields where they do not now exist, i.e., physical sciences, mathematics, and resources development; greater efforts should be directed at identifying and recruiting Indian students for participation in special programs for minorities in scientific and technical fields; the developing Graduate Centers for Minority Education in Science and Engineering must make sure that they include within their plans, programs and staffing for the special needs of Indian students; adequate financial aid must be available to graduate students; some graduate and professional programs should conscientiously include a multi-cultural focus, specifically an Indian focus, in their training. (NQ)
Descriptors: *American Indians/ Bilingual Education/ Change Strategies/ *Educational Improvement/ *Educational Needs/ Elementary Secondary Education/ Financial Support/ Higher Education/ Institutional Role/ Integrated Activities/ *Mathematics Education/ *Science Education/ Student Recruitment

ED146273# UD017470
Bilingual Education: An Analysis of Local District Commitment and Development of an Index of Critical Requirements.
Mejia, Reynaldo D.
76 140p.
Available from: University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan 48106
Document Not Available from EDRS.
The basic aim of this dissertation was to analyze the level of commitment to the concept of bilingual education exhibited by Southern California school districts currently participating in bilingual education as measured by a proposed index of requirements considered to be critical in the planning and implementation of bilingual instruction. A secondary purpose was the development of an index of critical requirements for planning and implementing a bilingual-bicultural curriculum. In carrying out the purposes of the study the questionnaire survey procedure was used. The level of local district commitment was measured in terms of the willingness, on the part of school districts, to effect certain aspects of program planning and implementation which were considered relevant to the development of bilingual-bicultural education. Eight recommended practices and procedures pertaining to bilingual education were proposed as an index of critical requirements for districts participating in bilingual instruction. There is a major philosophical disagreement as to the manner in which education should be provided for the non-English speaking child. Bilingual instruction as an alternative program is not a clearly understood concept; definitions need to be made explicit; instructional roles need to be delineated; and the parameters of a bilingual curriculum need to be better defined. The general acceptance of all eight recommended practices suggests the validity of the proposed index as a critical measure for the development and implementation of bilingual education.
Descriptors: *Bilingual Education/ *Bilingualism/ Curriculum Planning/ Educational Practice/ *Measurement Goals/ *Measurement Instruments/ *Measurement Techniques/ Non English Speaking/ *School Districts
Identifiers: *California

ED135252 FL008426
Interdisciplinary Aspects of Bilingual Education. Lektos: Interdisciplinary Working Papers in Language Sciences, Vol. 2., No. 1.
St. Clair, Robert
Louisville Univ., Ky. Interdisciplinary Program in Linguistics.
Apr 76 8p.; For related document, see FL 008 425
Available from: University of Louisville, Interdisciplinary Program in Linguistics, Room 214 Humanities, Louisville, Kentucky 40208
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
This paper discusses bilingual education and argues for an interdisciplinary approach to language-related problems. Linguists are becoming aware of the moral and social implications of their efforts in the field of bilingual education within the larger context of social engineering, and they need to explore language-related issues in a broader framework which necessarily transcends the confines of academic training. Bilingual education is not the domain of any particular discipline at the present time; rather it extends into cognitive psychology, educational linguistics, educational foundations, and social history. Some issues in these areas of scholarship are reviewed in general terms by way of introduction to non-linguistic solutions to language-related problems. The melting pot hypothesis, seen as favoring the biological and cultural amalgamation of northern Europeans in America to the exclusion of other groups, is discussed, as well as what is termed the myth of social mobility, whereby the public school system is seen as the basic instrument by which the working class can advance within the social structure of American life Arguments to refute this myth are presented. A final issue concerns differences in cognitive styles among children, and resulting discrimination against non-mainstream children. (Author/CLK)
Descriptors: Academic Ability/ Applied Linguistics/ *Bilingual Education/ *Cognitive Processes/ *Educational Psychology/ Elementary Secondary Education/ *Interdisciplinary Approach/ Linguistics/ Social Factors/ *Social History/ Social Mobility/ Social Status/ Sociocultural Patterns/ Sociolinguistics

ED131978 RC009552
Pre-Columbian Curriculum Motivators: An Approach to Bi-cultural Instruction.
Jimenez, Randall Cosme
75 266p.; Ed. D. Dissertation, University of California, Berkeley
Available from: Chicano Studies, Loyola Marymount University, Loyola Boulevard at West 80th Street, Los Angeles, California 90045 ($20.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
A process that could facilitate a cross-cultural learning environment was designed. The process involved (1) developing motivational devices using an historical selection process that incorporated a "significant difference", evaluated reconstructed historical materials, devices that prevent a "past-present" dichotomy, directional and enculturative mechanisms, and designs for internalizing conceptual perspectives and thought systems; (2) creating a deliberate curriculum design which integrated those multi-cultural learning systems that best facilitated the teaching-learning environment in which the motivator was to be applied; and (3) setting up evaluation and accountability mechanisms through the use of instructional objectives and thought process variation. Most of the units were field-tested in grades K-12. Although all the units use Pre-Columbian, Meso-American materials and concepts, each unit has a basic focus in a discipline, i.e., history, social science, mathematics, fine arts, and language arts. Each unit has an accompanying bibliography and sample activities or backup materials. Units are: (1) Patolli, a Game of Strategy (English and Spanish versions); (2) Pre-Columbian Map Games; (3) Meso-American Man and the Domestication of Plants--Juego de Maiz; (4) Design Unit (English and Spanish); (5) Mythology (English and Spanish); (6) "Atl Atl" (TM) Unit; and (7) Calendar Unit (English and Spanish). (NQ)
Descriptors: Bibliographies/ *Bilingual Education/ Cross Cultural Studies/ *Cultural Awareness/ Cultural Factors/ Curriculum Development/ Discovery Learning/ Doctoral Theses/ Elementary Secondary Education/ *Integrated Curriculum/ Interdisciplinary Approach/ Latin American Culture/ *Learning Motivation/ *Mexican Americans/ Mythology/ Spanish Culture/ *Unit Plan/ Western Civilization
Identifiers: Chicanos/ *Pre Columbian Culture

ED125782 PS008693
Significant Factors in the Development of Curricula for Bilingual-Multicultural Preschool Children.
Medina-Spyropoulos, Esperanza
Development Associates, Inc., Washington, D.C.
75 29p.; Adaptation of "Guidelines for Developing a Bilingual Bicultural Curriculum for Head Start Programs"
Sponsoring Agency: Office of Child Development (DHEW), Washington, D.C.
Contract No.: OHD-105-176-1002
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
This study attempts to provide some general guidelines for the development of preschool bilingual-multicultural (BL-MC) curricula in a number of diverse Spanish-speaking environments and cultural enclaves, including Puerto Rican, Cuban, and Mexican American communities. Significant factors in the development of a BL-MC curriculum are identified and described briefly. These include: (1) careful and systematic determination of language of instruction, (2) emphasis on educational approaches which build children's self concepts within their cultural milieu, (3) active participation of parents as important resources in all phases of the curriculum, beginning with its design, (4) cooperation from parents, educators and community agencies to assure health and safety practices for the physical and emotional well-being of Spanish-speaking/surnamed children, and (5) comprehensive plans for learning activities commensurate with curriculum goals and objectives, for evaluation of curriculum and for validation and replication of the curriculum model. Definitions for curriculum, language, bilingualism and culture are presented and it is concluded that curriculum development for preschool bilingual-multicultural children has important implications for the future of American education. (Author/SB)
Descriptors: *Biculturalism/ *Bilingual Education/ *Curriculum Development/ *Curriculum Planning/ *Early Childhood Education/ Guidelines/ Intervention/ Preschool Education/ Program Development/ *Spanish Speaking
Identifiers: *Project Head Start

ED125308 FL007899
Information for Administrators and Teachers. Bilingual/Bicultural Series, No. 1. Indochinese Refugee Education Guides.
Center for Applied Linguistics, Arlington, Va.
76 10p.; For related documents, see FL 007 890-891 and 007 895-898
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
This bulletin attempts to underscore the numerous school-related difficulties experienced by students whose dominant language is not English, and suggests steps that school administrators and teachers may take to alleviate the problems. Among the issues considered are: types of entering language behavior, possible problematic combinations of home language and school language, dual language maintenance programs, optimum type of bilingual/bicultural education, support bilingual programs, and suitable language learning environments. A brief annotated bibliography is also provided. (DB)
Descriptors: *Adjustment (to Environment)/ *Biculturalism/ *Bilingual Education/ Bilingualism/ Cambodian/ *English (Second Language)/ Foreign Students/ Indochinese/ Language Instruction/ *Refugees/ *School Administration/ Teacher Education/ Teachers/ Vietnamese

ED115075 FL006748
A Comprehensive Design for Bilingual-Bicultural Education.
Chicago Board of Education, Ill. Dept. of Government Funded Programs.
74 76p.; Part of page 9 is copyrighted and not available; it has been removed from the document but does not affect pagination
Available from: Dr. James G. Moffat, Deputy Superintendent, Management Services, 228 N. LaSalle St., Chicago, Illinois 60601 (free)
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Although bilingual education has existed in this nation's schools since the nineteenth century, during the last two decades there has been a major increase in both the number and the scope of bilingual-bicultural educational programs. This publication seeks to provide a foundation for the coherent, comprehensive development of educational programs for children who speak a language other than English. The philosophy on which the design is predicated is that two languages and cultures are both taught and used as mediums of instruction in a truly bilingual-bicultural education program. The aim of such a program is to enable students to function with equal facility in two languages and two cultures. After setting forth several important considerations, the design presents overall needs and goals for five interrelated elements of a bilingual-bicultural program: instruction, staff development, community involvement, curriculum development, and management. The needs and goals presented were assessed and evaluated by people experienced in developing and operating bilingual education programs in Chicago. The publication includes a selected listing of sources of information and a selected bibliography. Both may be helpful in developing bilingual-bicultural education programs. A copy of the 1973 Foreign Language Survey of Chicago Public Schools accompanies the document. (Author/CLK)
Descriptors: Bibliographies/ *Biculturalism/ *Bilingual Education/ Bilingual Students/ Community Involvement/ Curriculum Development/ Educational Administration/ *Educational Objectives/ Non English Speaking/ *Program Design / Resource Materials/ Teacher Education/ Teaching Methods
Identifiers: *Illinois (Chicago)

ED113408# UD015503
A Study of Curriculum Areas for Teaching in a Bilingual Program for Grades 1-3.
Duncan, Nellie
74 42p.; Not available separately; See UD 015 488
Document Not Available from EDRS
In this report, process objectives, project materials, time allotment, and suggested activities for the instruction of all-Spanish and English dominant, Spanish dominant, English dominant-Spanish speaking, English mono-lingual and English dominant children are described. The following curriculum areas are considered: dominant language arts, speaking, reading, writing, English as a second language, Spanish as a second language, Mathematics and cross cultural social studies. This document forms part of a comprehensive program planned for and implemented in East New York to facilitate the adjustment of newly arrived Puerto Rican pupils and parents to the school and the community. (AM)
Descriptors: Activities/ Bilingual Education/ *Bilingual Schools/ *Bilingual Students/ *Course Descriptions/ Cross Cultural Studies/ Curriculum/ *Curriculum Guides/ Elementary Grades/ English (Second Language)/ *Instructional Materials/ Language Arts/ Minority Group Children/ Monolingualism/ Non English Speaking/ Reading/ Second Language Learning/ Social Studies/ Speaking/ Time Blocks
Identifiers: Spanish (Second Language)

ED103181 RC008411
Designing a Bilingual Curriculum.
Pfeiffer, Anita Bradley
21 Nov 74 13p.; Paper presented at the Interamerican Conference on Bilingual Education, Section IIb: Teaching in the Mother Tongue (Mexico City, November 21, 1974)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Several things need to be considered when designing a bilingual curriculum for and with the Navajo community. The major consideration should be the involvement of Navajo parents and the leadership of Navajo school boards. The curriculum should be developed from the Navajo point of view about their world. Designers of a bilingual education curriculum also need to consider the: (1) community's makeup, aspirations, goals, and needs; (2) skills, attitudes, values, and goals which the community desires for its students; (3) school community relationship; (4) school's relationship with external agencies (i.e., the State, Tribe, Bureau of Indian Affairs); and (5) Tribe's attitude toward bilingual bicultural education. Curriculum designers should have some data which reflect the bilingual program's intensity; whether this intensity would require them to reflect a goal of uniliterateness or promote biliterateness; and whether the program and, therefore, the curriculum would promote full bilingualism. When designing the curriculum, the Navajo calendar, importance of the home, cultural behavior differences, and teacher qualifications must be taken into account. This paper focuses on the educational process developed within the Rough Rock Demonstration School, a community based educational program on the Navajo Reservation in northeastern Arizona. (NQ)
Descriptors: *American Indians/ *Bilingual Education/ Cultural Factors/ *Curriculum Design/ *Curriculum Development/ Demonstration Programs/ *Program Descriptions/ Student Centered Curriculum
Identifiers: Arizona/ *Navajos/ Rough Rock Demonstration School

ED100529 PS007686
The Classification Skills of Five, Six, and Seven Year Old Children Who Are Bilingual, Biliterate, or Monolingual.
Walden, Toini A.
Jun 74 18p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
This study was designed (1) to determine differences in classificatory skills of low socioeconomic status children under intervention and non-intervention conditions; (2) to determine differences in classification skills of bilingual, biliterate, and monolingual students; and (3) to study differences in classificatory skills as a function of age. A total of 90 Mexican-American and Caucasian kindergarten, first grade, and second grade children were the subjects. Half of the children participated in an intervention program designed to develop classification skills. Instruction was conducted in groups of five bilingual, five biliterate, and five monolingual children in each of the three age groups. The findings indicate that the intervention group made significant gains over the control group in two modes (categorical-inferential and relational). There were no significant age differences between language groups, but significant age differences were present in the categorical-inferential and descriptive modes. The findings are discussed in terms of treatment, language, and age. Observations of pupil behavior during testing are also discussed. (SDH)
Descriptors: Age Differences/ *Bilingual Students/ Caucasians/ *Classification/ Cluster Grouping/ Cognitive Development/ Concept Formation/ Conceptual Schemes/ Developmental Psychology/ *Elementary School Students/ *Intervention/ *Kindergarten Children/ Lower Class Students/ Mexican Americans/ Tables (Data)
Identifiers: *Piaget (Jean)

ED072879 RC006756
The Triangle Program Planning Project. Final Report.
Kaplan, Jerome
Communication Patterns, Inc., San Francisco, Calif.
Jan 73 242p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C. Task Force on Field Initiated Studies.
Contract No.: OEC-0-72-4719
EDRS Price MF-$0.76 HC-$12.05 PLUS POSTAGE
A set of guidelines for implementing an individualized mathematics program to be utilized in a bicultural/bilingual setting were developed. At first, the design team sought to develop an all-purpose model complete with specifications of particular objectives, but the team soon recognized this goal to be unrealistic, since different school districts and schools within the districts provide different mixes of bicultural/bilingual needs. As a result, the team came up with a spectrum of bilingual education patterns leading to various possible approaches for the implementation of an individualized mathematics program. These various possible approaches are described in this final report. Discussed in detail are the 3 key phases needed in building a new bilingual/bicultural program, including (1) the planning phase, (2) the development phase, and (3) the implementation phase. This report also discusses the necessary elements needed to implement a mathematics program with a major emphasis on local needs and the major subsystems dealing with the learner, instructional, and support components of the program. The steps for utilizing the model are highlighted, and key recommendations are given for determining need and securing support, establishing curriculum development capability, implementing the program, and evaluating and revising the program design. (NQ)
Descriptors: Biculturalism/ *Bilingual Education/ Children/ Cultural Differences/ Curriculum Development/ Educational Strategies/ Guidelines/ *Individualized Instruction/ *Mathematics/ Mexican Americans/ Models/ *Program Planning/ Puerto Ricans/ *Spanish Speaking
Identifiers: *Triangle Program

ED066934 FL002365
A Model for the Implementation of the Elementary School Curriculum through Bilingual Education.
LaFontaine, Hernan; Pagan, Muriel
Bilingual School P. S. 25, Bronx, N. Y.
69 13p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
The theoretical teaching model described in this document provides a plan whereby a child entering the Bilingual School in kindergarten and remaining in school through sixth grade will have experienced seven years of bilingual instruction and will be able to receive 50% of his instruction in English and 50% in Spanish. This objective is based on consideration of the child's language dominance and the gradual increase of second language instruction through the grades. Included here are language instruction percentages for each subject area on each grade level in terms of language dominance. The actual model, providing for the necessary gradual adjustment into the theoretical model, is also described in terms of language use and subject area percentages. (VM)
Descriptors: *Bilingual Education/ *Curriculum Design/ Curriculum Development/ *Elementary Grades/ English/ Language Instruction/ Language Proficiency/ Language Programs/ Language Skills/ *Second Language Learning/ Spanish/ Tables (Data)/ *Teaching Models

ED057653 FL002733
Learning to Read in Two Languages: Statements from the Research Literature on Reading in Bilingual Programs.
Hall, Richard
Philadelphia School District, Pa.
Oct 70 9p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
This collection of statements describes the rationale and research behind the bilingual reading education program in the Philadelphia public schools where students are learning to read in two languages. The native Spanish speakers learn to read in Spanish and are taught to read in English only after having mastered the aural-oral skills of understanding and speaking. Statements include cover learning to read in the mother tongue, degree of difficulty in learning to read in Spanish, transfer of skills, the problem of interference, affective factors in learning readiness, and results of the Philadelphia program. A bibliography listing 22 relevant books and articles provides the sources for the statements. (VM)
Descriptors: Acculturation/ Affective Objectives/ Attitudes/ Bibliographies/ *Bilingual Education/ Bilingualism/ Cultural Education/ *English (Second Language)/ *Language Skills/ Literature Reviews/ Public Schools/ Reading Development/ *Reading Instruction/ Reading Programs/ Reading Readiness/ *Spanish Speaking
Identifiers: *Philadelphia Public Schools

ED053587 FL002359
Planning Curriculum for Bilingual Education Programs: Kindergarten through Grade 12.
Levenson, Stanley
5 May 71 13p.; Paper presented at the Fifth Annual TESOL Convention, New Orleans, La., March 5, 1971
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
This speech provides an outline of the planning procedure and framework for the curriculum used in the bilingual education program, Project Frontier, at Chula Vista, California. It explains the goals of the project which is gradually being expanded to all grade levels, and it describes how the goals are interwoven into a framework made up of units of learning at any one level. A diagram showing the framework is included along with a chart showing the steps followed in the curriculum development. A bibliography is included. (VM)
Descriptors: Academic Achievement/ Biculturalism/ *Bilingual Education/ Bilingual Teacher Aides/ Curriculum Development/ *Curriculum Planning/ Educational Objectives/ Elementary Schools/ Experimental Curriculum/ Federal Aid/ Intercultural Programs/ Language Development/ *Language Skills/ *Mexican Americans/ Resource Teachers/ Secondary Schools/ Self Concept/ Spanish Speaking/ *Speeches
Identifiers: *Project Frontier/ San Diego County

ED040627 FL001794
Interdisciplinary Oral Language Guide-Primary One. Part Three: Lessons 81-120. Michigan Oral Language Series.
Robinett, Ralph F.; And Others
American Council on the Teaching of Foreign Languages, New York, N.Y.; Michigan State Dept. of Education, Lansing.
70 239p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Available from: MLA/ACTFL Materials Center, 62 Fifth Ave., New York, New York 10011 (D506, $7.75)
EDRS Price MF-$0.76 HC-$12.05 PLUS POSTAGE
This language program guide is designed for teachers of primary age children whose native language is Spanish or of children who are limited in their command of standard English, the oral language necessary for success in the usual school environment. The referential content for the 40 lessons is drawn principally from three areas: (1) social sciences, (2) science, and (3) mathematics. Concepts are integrated into a set of oral language lessons which progress sequentially, both conceptually and linguistically. Contrastive analysis of Spanish and English is developed in the study of linguistic features. There is a Spanish support activity for each lesson which introduces the conceptual content the student encounters in the corresponding English lessons. There are four units in this guide, each containing ten lessons. Five review lessons, five evaluation lessons, an art supplement, and a vocabulary index are included. For Parts One and Two of the guide see FL 001 772 and FL 001 793. (RL)
Descriptors: Bilingual Education/ *Bilingual Students/ Concept Formation/ Cross Cultural Training/ Early Childhood Education/ *English (Second Language)/ *Instructional Materials/ Interdisciplinary Approach/ Language Development/ Language Guides/ Language Instruction/ Lesson Plans/ Modern Languages/ Oral English/ *Primary Education/ Primary Grades/ *Second Language Learning/ Spanish/ Standard Spoken Usage

ED040626 FL001793
Interdisciplinary Oral Language Guide-Primary One. Part Two: Lessons 41-80. Michigan Oral Language Series.
Robinett, Ralph F.; And Others
American Council on the Teaching of Foreign Languages, New York, N.Y.; Michigan State Dept. of Education, Lansing.
70 252p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Available from: MLA/ACTFL Materials Center, 62 Fifth Ave., New York, New York 10011 (D505, $9.00)
EDRS Price MF-$0.76 HC-$13.32 PLUS POSTAGE
This language program guide is designed for teachers of primary age children whose native language is Spanish or of children who are limited in their command of standard English, the oral language necessary for success in the usual school environment. The referential content for the 40 lessons is drawn principally from three areas: (1) social sciences, (2) science, and (3) mathematics. Concepts are integrated into a set of oral language lessons which progress sequentially, both conceptually and linguistically. Contrastive analysis of Spanish and English linguistic features is used to develop language skills. There is a Spanish support activity for each lesson which introduces the conceptual content the student encounters in the corresponding English lessons. There are four units in this guide, each containing 10 lessons. Five review lessons, five evaluation lessons, an art supplement, and a vocabulary index are included. For Parts One and Three of the guide see FL 001 772 and FL 001 794. (RL)
Descriptors: *Bilingual Education/ Bilingual Students/ Concept Formation/ Cross Cultural Training/ Early Childhood Education/ English (Second Language)/ *Instructional Materials / Interdisciplinary Approach/ Language Development/ Language Guides/ Language Instruction/ Lesson Plans/ Modern Languages/ *Oral English/ *Primary Education/ Primary Grades/ Second Language Learning/ *Spanish/ Standard Spoken Usage

ED039815 FL001772
Interdisciplinary Oral Language Guide-Primary One. Part One: Lessons 1-40. Michigan Oral Language Series.
American Council on the Teaching of Foreign Languages, New York, N.Y.; Michigan State Dept. of Education, Lansing.
70 203p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Available from: MLA/ACTFL Materials Center, 62 Fifth Ave., New York, New York 10011 (D504, $6.00)
EDRS Price MF-$0.76 HC-$10.78 PLUS POSTAGE
This language program guide is designed for teachers of first grade children whose native language is Spanish or for children who are limited in their command of standard English, the oral language necessary for success in the usual school environment. The conceptual content for the 40 lessons is drawn principally from three areas: (1) social science, (2) science, and (3) mathematics. Concepts are integrated into a set of oral language lessons which progress sequentially, both conceptually and linguistically. There is a Spanish support activity for each lesson which introduces the conceptual content in the first language. Five review and five evaluation lessons are contained in the guide. An art supplement and a vocabulary index are included. (RL)
Descriptors: Bilingual Education/ Bilingual Students/ Concept Formation/ Cross Cultural Training/ *English (Second Language)/ *Instructional Materials/ *Interdisciplinary Approach/ Language Arts/ Language Instruction/ Lesson Plans/ Minority Group Children/ Modern Languages/ Second Language Learning/ *Spanish/ Standard Spoken Usage

Chapter 6. Program Planning, Management and Operation

Some Questions You Should Ask

1. What are the roles and responsibilities the various professional personnel in your district will play in planning, implementing and operating your school's bilingual program?

2. How will you conduct a meaningful needs assessment of your community?

3. What staff training and professional development opportunities should be a part of your bilingual program?

4. Does your program have a feedback process that allows for collection of information to help evaluate and improve the program?

5. How do your program personnel maintain liaison with external organizations and agencies (e.g., state government agencies, federal agencies, technical assistance centers, etc.)?

6. Do you have adequate budgetary controls and provisions for reporting to external funding agencies, if necessary?

7. Can you determine the cost of your program and justify that cost to your board of trustees and the taxpayer?

Chapter 6. Program Planning, Management and Operation

EJ215434 AA530624
Implementing Your Bilingual Program--Who Can Help?
Chambers, Joanna F.
Curriculum Review, v18 n2 p99-103 May 1979 May79
Language: ENGLISH
Provides a comprehensive list of bilingual centers across the country that offer aid in curriculum development, materials selection, teacher training, assessment and dissemination, and antidiscrimination guidelines for linguistic minorities. (Editor)
Descriptors: *Bilingual Education/ Curriculum Development/ *Directories/ Elementary Secondary Education/ Information Dissemination/ *Information Sources/ Instructional Materials/ *Program Planning/ *Resource Centers/ Teacher Education/ Textbook Selection

EJ196167 EA510871
Bilingual Education: The Quest for Diversity and Quality.
Rodriguez, Domingo A.
Educational Leadership, v36 n5 p341-43 Feb 1979 Feb79
Reprint: UMI
Language: ENGLISH
A successful bilingual program contains needs assessment, curriculum development models and instructional planning, planned evaluation processes, and a plan for initiating change. (Author/MLF)
Descriptors: *Bilingual Education/ *Curriculum Development/ Elementary Secondary Education/ *Equal Education/ *Individualized Instruction/ *Needs Assessment

EJ182556 UD506237
Instructional Leadership for Bicultural Programs: Role Responsibilities and Relationships
Valverde, Leonard A.
Education and Urban Society, 10, 3, 337-46 May 78
Reprint Available (See p. vii): UMI
The roles of the school principal and the district program director in bicultural instructional programs are examined in this paper. The major responsibilities associated with both positions are defined. The role relationships between the two positions and between each position and the instructional staff are delineated. (Author/GC)
Descriptors: *Administrator Role/ *Biculturalism/ *Bilingual Education/ *Instructional Programs/ *Principals/ *Program Administration/ Elementary Secondary Education/ Leadership Qualities/ Program Development/ Staff Role

EJ162231 EA508740
Bilingual Education: A CARE Package for Elementary School Principals
Theiss, Frances Case
National Elementary Principal, 56, 6, 58-64 Jul/Aug 77
Presents guidelines for dealing with staff and the community, for setting up a "kick-off" learning center program, and for selecting a reading program. (Author/IRT)
Descriptors: *Bilingual Education/ *Program Development/ *Instructional Materials/ Elementary Education/ Principals/ Program Descriptions/ Reading Programs/ Guidelines/ Learning Laboratories

EJ160845 RC502441
Innovative Approaches to Multi-Cultural Programming
Balasubramonian, K.; Frederickson, C.
Journal of the National Association for Bilingual Education, 1, 2, 21-7 Dec 76
The advantage of a multi-cultural program is that it can avoid the risk of ethnocentrism and provide for the self-worth of each individual in the student population. However, before proceeding to develop such a program, it must be determined if such a program will meet the needs and desires of the students and the community. (Author/NQ)
Descriptors: *Bilingual Education/ *Cultural Pluralism/ *Educational Alternatives/ *Instructional Innovation/ *Program Design/ *Program Development/ Educational Innovation/ Educational Needs/ Ethnocentrism/ Models

EJ130616 CE504341
Practical Considerations in Organizing and Maintaining a Viable ESL Program
Verschelden, Robert J.; Harbers, Elizabeth
Adult Leadership, 24, 5, 174-5 Jan 76
Descriptors: *English (Second Language)/ *Program Development/ *Educational Needs/ *Teaching Methods/ *Language Programs/ Second Language Learning/ Cultural Interrelationships/ Adult Learning

EJ128956 CE504218
Administrator's Corner
Edwards, Charles W.
Illinois Career Education Journal, 33, 1, 26-7 F 75
Suggestions are given for two types of programs: the general bilingual education program and the Vietnamese Refugee Program. (AG)
Descriptors: *Administrator Guides/ *Bilingual Education/ *Program Planning/ *Program Design/ *Second Language Learning/ Refugees/ Program Content/ Interagency Cooperation
Identifiers: Vietnamese/ Cambodians

ED183025 FL011056

Overview of the LAU Center Technical Assistance Process and the Office for Civil Rights Task Force Remedies: Phase 1 Manual.

Mazon, M. Reyes

San Diego State Univ., Calif. Inst. for Cultural Pluralism.

4 Mar 76 73p.

Available from: Institute for Cultural Pluralism, 5544i/2 Hardy Street, San Diego, CA 92182 ($2.34)

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Geographic Source: U.S./ California

This manual, first in a series dealing with the Lau Center technical assistance approach, is designed to assist school districts in their efforts to develop an educational master plan to meet Title VI (1964 Civil Rights Act) compliance guidelines. The manual summarizes the legislation, judicial decisions, and the Task Force Remedies which have given birth to bilingual education programs. The major portion of the guide describes the Lau General Assistance Centers, the function of which is to solidify coordination of bilingual programs throughout the country. Following this mandate, the following are provided here: (1) a definition of bilingual-bicultural education; (2) a method by which school districts can determine if a need for such a program exists in their jurisdiction; (3) suggestions for the kinds of programs and their emphases at the elementary and secondary levels; (4) a discussion of the CHCALT (Community, Home Cultural Awareness and Language Training) Model and its implications for teacher training; and (5) suggestions for the evaluation of such programs. (PMJ)

Descriptors: *Bilingual Education/ *Curriculum Design/ Curriculum Evaluation/ *Educational Planning/ Educational Strategies/ *Elementary Secondary Education/ English (Second Language)/ *Multicultural Education/ *Teacher Education

Identifiers: *Bilingual Programs/ Lau Center

ED180261 FL010972

Recommendations and Framework for Developing a Comprehensive Educational Master Plan to Comply with Title VI of the Civil Rights Act, 1964. Lau Center Manual IV.

Ochoa, Alberto; And Others

San Diego State Univ., Calif. Inst. for Cultural Pluralism.

May 77 198p.

Available from: Institute for Cultural Pluralism, 5544-i/2 Hardy Street, San Diego, CA 92182 ($3.63)

EDRS Price - MF01/PC08 Plus Postage.

Language: English

Geographic Source: U.S./ California

The development of a program to comply with Title VI of the Civil Rights Act of 1964 is discussed. A master plan is offered that encompases a manifold effort in the areas of administrative organization, community relations, diagnosis of student needs, instructional program design, staff development, counseling and guidance, curriculum and materials development, and strategies for assessment and evaluation. For each of these areas, an extensive outline is presented which details goals and procedures. If followed, these procedures can produce compliance with Title VI in accordance with a specified time line, and enable a community to meet the educational needs of its non- and limited-English-speaking students. An overview of compliance procedures provides information about the legislative background of federal mandates. Appendices include: (1) samples of goals and objectives for the development of a compliance-oriented master plan, (2) a checklist of questions for selecting an oral language assessment instrument, (3) a suggested checklist for developing an educational plan to meet Title VI regulations, and (4) sample district skeletal plans for Title VI compliance. (JB)

Descriptors: Administrative Organization/ Bilingual Education/ Check Lists/ Community Relations/ *Compliance (Legal)/ Curriculum Development/ Educational Assessment/ Educational Objectives/ Elementary Secondary Education/ *English (Second Language)/ Federal Legislation/ Guidance Counseling/ *Language Instruction/ Language Proficiency/ Language Programs/ Language Tests/ *Master Plans/ Material Development/ Needs Assessment/ *Non English Speaking/ Program Design/ *Program Development/ Program Evaluation/ Program Guides/ Speech Skills/ Staff Improvement/ Student Placement

Identifiers: *Civil Rights Act 1964 Title VI

ED175238 FL009305
Bilingual-Bicultural Education Regulations.
Alaska State Dept. of Education, Juneau. Office of Public Information and Publications.
Nov 77 15p.; Contains photos that will not reproduce well
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Geographic Source: U.S./ Alaska
Government: State
Regulations adopted in 1977 by the Alaska State Board of Education governing bilingual-bicultural education in Alaska are presented. The procedure for the initial identification of language dominance in students is set forth. Obligations of school districts toward their non-English-speaking students are detailed. Parental and community involvement is specified. Six types of bilingual/bicultural programs are mandated, and criteria for establishing the appropriateness of given programs for a given district are determined. (JB)
Descriptors: *Alaska Natives/ *Bilingual Education/ Community Involvement/ Elementary Secondary Education/ *English (Second Language)/ Language Dominance/ Language Instruction/ Language Programs/ *Multicultural Education/ Parent Participation/ *Program Development/ Second Language Learning/ *State Legislation
Identifiers: *Alaska/ Bilingual Programs/ Limited English Speaking Ability

ED171853 UD019488
Obstacles in the Administration of Bilingual Programs.
Estupinian, Rafael
Jun 79 14p.; Paper presented at the Association of Mexican American Educators Annual Conference
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Geographic Source: U.S./ California
Legislation in the State of California has mandated bilingual programs. They must be included by administrators developing mainstream curricula for California schools. Not all program administrators have complied with this legislation. Legal requirements for bilingual programs have raised philosophical, legal and teacher morale problems for administrators. And, even though the laws mandate strict enforcement, program management is defined within the law and does not include a bilingual program administrator. In addition, while the "process" is mandated by law, "products" are not identified so this leads to problems with program/student evaluations. It can be concluded that program administrators must begin to question and discuss formats for the new legislation related to bilingual education. (Author/EB)
Descriptors: Administrative Problems/ *Administrator Role/ *Bilingual Education/ Compensatory Education Programs/ *Educational Legislation/ Elementary Secondary Education/ Federal Legislation/ *Language Programs/ *Law Enforcement/ *Program Administration/ State Legislation/ Teacher Morale
Identifiers: *California

ED171509 RC011446
Needs Assessment Survey and Goals and Objectives.
New Mexico Univ., Albuquerque. Coll. of Education.
79 38p.; Some pages may not reproduce due to print size of original document
Sponsoring Agency: Office of Bilingual Education (DHEW/OE), Washington, D.C.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Geographic Source: U.S./ New Mexico
Inservice training sessions for directors, teachers, and teacher aides were the services most commonly requested in a 1978 survey of administrators and staff of Title VII bilingual education programs in the American Indian Bilingual Education Center (AIBEC) service region of New Mexico and parts of Colorado, Arizona, and Utah. Respondents felt that Institutions of Higher Education (IHEs) should help meet staff training needs with courses in bilingual education methodology and philosophy, American Indian art for classroom teachers, and curriculum development. All respondents endorsed pilot and field tests of classroom materials. More information regarding bilingual education and greater involvement in schools and learning activities were the most commonly requested services for parents. Respondents perceived AIBEC's role in the overall Title VII bilingual plan as including the provision of: a united effort for American Indian bilingual education, teacher training, and program and legislative information. Respondents recommended that AIBEC improve communications with regional Title VII programs. Based on the survey results, AIBEC's goals for 1978-79 included: conducting needs assessments; providing training, technical assistance, and programmatic assistance for LEAs; pilot testing of curriculum materials; organizing a communication system; materials collection; parent training; and linguistic survey and analysis. (SB)
Descriptors: American Indians/ *Bilingual Education/ Elementary Secondary Education/ Federal Legislation/ *Inservice Teacher Education/ *Multicultural Education/ *Needs Assessment/ Parent Education/ *Program Planning/ Staff Improvement/ Teacher Aides
Identifiers: *American Indian Bilingual Education Center/ *American Indian Education/ Elementary Secondary Education Act Title VII

ED168293# FL009302
The How, What, Where, When and Why of Bilingual Education: A Concise and Objective Guide for School District Planning.
Alexander, David; Nava, Alfonso
77 181p.
Available from: R & E Research Associates, Inc. 4843 Mission Street, San Francisco, California 94112 ($8.00)
Document Not Available from EDRS.
Language: English
Geographic Source: U.S./ California
This book's purpose is to satisfy a perceived need for a straightforward, non-academic, non-bureaucratically worded guide to bilingual education planning and to provide objective information on compliance procedures and federal and state funding opportunities to school district policy planners, whether they be administrators, teachers, or parents. The guide is designed to fill a gap in the literature that has arisen with the passage of "Lau vs. Nichols" and with the establishment of rigorous enforcement procedures by the (HEW) Office For Civil Rights. It is hoped that the book will help clarify issues, suggest strategies for interacting with state and federal bureaucracies, present alternatives, and suggest additional resources. Each of the book's seven sections explains the public policy issues and answers the most commonly asked questions. The sections are: Lau Centers (Technical Assistance Units); the "Lau vs. Nichols" Supreme Court decision; letter of non-compliance; California state laws and advisory opinions; task force findings; compliance timelines; and funding opportunities for bilingual education programs. (EJS)
Descriptors: *Bilingual Education/ Bilingual Schools/ Bilingual Students/ Educational Assessment/ *Educational Planning/ *Educational Policy/ English (Second Language)/ *Federal Aid/ Federal Court Litigation/ Federal Regulation/ Minority Groups/ Multicultural Education/ *Non English Speaking/ *State Aid
Identifiers: Lau v Nichols

ED162524 FL009882
The Evaluation of the ESEA Title VII Spanish/English Bilingual Education Program: Overview of Findings.
Danoff, Malcolm N.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Mar 78 15p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Language: English
Geographic Source: U.S./ California
This paper presents an overview of the impact of the Elementary Secondary Education Act (ESEA) Title VII Spanish/English bilingual program. Student, teacher, and project data were collected in 38 projects in their fourth or fifth year of funding, along with data from non-Title VII comparison schools. The research design of this national study is discussed, as are major findings related to project and student characteristics. Less than a third of the Title VII students were classified as of limited English-speaking ability. Almost all of the projects were maintenance bilingual programs rather than transitional ones, as mandated by Title VII legislation. The evaluation is divided into six sections: (1) types of students served by Title VII projects in the study; (2) educational goals of Title VII projects in the study; (3) costs associated with the Title VII bilingual project schools and non-Title VII schools for 1975-76; (4) characteristics of teachers and teacher aides in Title VII projects; (5) impact of Title VII program on student achievement and attitudes; and (6) relationship between (a) gains in student achievement and attitudes and (b) classroom procedures, classroom environment, and teaching staff characteristics. (Author/NCR)
Descriptors: Academic Achievement/ *Bilingual Education/ *Educational Assessment/ Educational Policy/ Elementary Secondary Education/ *English (Second Language)/ *Federal Programs/ Language Maintenance/ Language Proficiency/ Language Programs/ Minority Groups/ National Programs/ Program Effectiveness/ *Program Evaluation/ Second Language Learning/ Spanish/ *Spanish Speaking/ Student Attitudes
Identifiers: Elementary Secondary Education Act Title VII/ ESEA Title VII

ED152094 FL009327
Guidelines for Parental Involvement in Transitional Bilingual Education.
Massachusetts State Dept. of Education, Boston. Bureau of Transitional Bilingual Education.
Feb 76 12p.; For related documents, see FL 009 328-329
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
The guidelines outlined in this pamphlet were developed in cooperation with members of local parent advisory councils and school officials. The guidelines describe the rationale for parental involvement, the specific steps to be taken in organizing parent advisory councils, and the roles and responsibilities of these councils. (CLK)
Descriptors: *Advisory Committees/ *Bilingual Education/ Bilingual Students/ Elementary Secondary Education/ English (Second Language)/ *Guidelines/ Non English Speaking/ *Parent Associations/ *Parent Participation/ Parents/ *Program Development
Identifiers: Massachusetts/ *Transitional Bilingual Education

ED152088 FL009321
A Guide to the Development of Bilingual Education Programs.
Chicago Board of Education, Ill.
74 64p.; Document not available in hard copy due to marginal legibility of original
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Right to Read Program.
Grant No.: OEG-0-72-5328
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
This handbook is designed for school administrators, teachers, parents, and community groups who are interested in establishing a bilingual education program in their school. Since it is intended to be a practical, step-by-step guide to bilingual education, the handbook emphasizes the process of developing a program, pointing out alternatives available at each stage. The guide is organized into four chapters: (1) Deciding: Introduction; Considerations on Bilingual Education; The Planning Checklist; (2) Planning: The Planning Committee; The Needs Assessment; The Program Aims; The Program Design; (3) Organizing: Student Selection; Student Grouping; Curriculum Development; Staff Selection; Staff Training; Materials, Facilities, Budgets; (4) Operating: Pretesting; Methods of Instruction; Parent and Community Involvement; Dissemination; Evaluation. The appendix consists of a guide to sources of information and materials. A selected bibliography concludes the handbook. (CLK)
Descriptors: *Bilingual Education/ Bilingualism/ Bilingual Students/ Community Involvement/ Curriculum/ Curriculum Design / Curriculum Development/ Educational Objectives/ *Elementary Secondary Education/ Instructional Materials/ Instructional Staff/ Language Instruction/ Language of Instruction/ Language Teachers/ Needs Assessment/ Parent Participation/ *Program Design/ *Program Development/ Program Evaluation/ Program Guides/ *Program Planning/ Second Language Learning/ Teacher Education/ Teaching Methods/ Testing

ED151435 UD017551
The AIR Evaluation of the Impact of ESEA Title VII Spanish/English Bilingual Education Programs: An IDRA Response with a Summary by Dr. Jose A. Cardenas.
Intercultural Development Research Association, San Antonio, Tex.
Jun 77 27p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
This analysis reveals critical weaknesses surrounding the theoretical basis for the AIR (American Institutes for Research) evaluation design. It poses questions concerning the evaluation methodology. Specifically, it identifies major discrepancies in the identification of the target population, the selection of comparable control groups, test instruments used in the study, the amount of time between pre and post testing, lack of consistency in programs being studied, adequacy of instructional staff, and the source of funds being used. The major issues discussed include: (1) identification of language groups, (2) comparability of treatment and comparison groups, (3) instrumentation, (4) pre and post testing, (5) variability of instructional treatment, (6) variability of teacher characteristics, and (7) costing of bilingual education. It is the opinion of IDRA that inadequacies in methodology, sampling, instrumentation, controls, and implementation make the AIR findings highly questionable. The information gathered by AIR is not entirely useless, however, since it is obvious that there are problems and discrepancies in the implementation of bilingual education programs. It is recommended that the U.S. Office of Education should diligently pursue further analysis into these problems, and channel federal resources toward their solution. (Author/AM)
Descriptors: *Bilingual Education/ Bilingualism/ Bilingual Students/ *Evaluation Methods/ Program Effectiveness/ *Program Evaluation/ *Research Methodology/ *Research Problems/ *Research Utilization/ Spanish Speaking
Identifiers: *Elementary Secondary Education Act Title VII

ED144343 FL008764
A Proposed Approach to Implement Bilingual Education Programs. Research and Synthesis of Philosophical, Theoretical and Practical Implications.
National Puerto Rican Development and Training Inst., Inc., New York, N.Y.
73 158p.; Not available in hard copy due to marginal legibility of original document.
Sponsoring Agency: Office of Economic Opportunity, Washington, D.C.
Grant No.: 20058
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
A conceptual framework for research in bilingual education programs and a set of criteria for implementing such research are proposed. The approach to experimental research in bilingual education is based on two assumptions: (1) as soon as a model is implemented in two different sites, there will be variation in the model; and (2) any effective bilingual education model includes components that entail unplanned or natural variation, e.g., meaningful involvement of people other than the model planners, such as parents and teachers, in the development of the program. The model presented relies on implementation in two or more sites for variation. The conceptual basis presented is a set of assumptions, theories and research findings in the area of general education, learning, language and culture. The model for bilingual education research proposed here was developed by a research team using three basic sources of information: (1) interviews with thirty-three experts in the areas of language development, anthropology, psycholinguistics, psychology, educational administration, political science, sociology, and other disciplines; (2) more than 250 pieces of relevant literature; and (3) detailed content analyses of a random stratified sample of 23 Title VII bilingual education program proposals. (CLK)
Descriptors: Biculturalism/ *Bilingual Education/ Bilingualism/ Bilingual Schools/ Educational Policy/ *Educational Research/ Language Development/ Language Instruction/ Language of Instruction/ *Language Programs/ *Models/ *Program Development/ *Research Design/ Second Language Learning

ED138645 95 TM006302
Evaluating Bilingual Programs. TM Report 61.
Law, Alexander I.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Apr 77 8p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: 400-75-0015
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
This paper is directed to those who are undertaking evaluation of a bilingual program for the first time or who have already struggled with the mysteries of such an undertaking. Emphasis is given to the reporting requirements of the various federal and state funding agencies. The bilingual-bicultural program structure is defined so the evaluator can see the interplay of program prototypes, student language facilty, and instructional approach. The evaluation process is divided into an explication of evaluation models, evaluation design, and instrumentation. Examples of each of these process components are given. (Author)
Descriptors: Biculturalism/ *Bilingual Education/ English (Second Language)/ *Evaluation Methods/ Instructional Programs / Models/ *Program Evaluation/ Student Testing
Identifiers: Context Input Process Product Evaluation Model

ED131529 95 EA008843
Bilingual Education Cost Analysis.
Cardenas, Jose A.; And Others
Intercultural Development Research Association, San Antonio, Tex.
Aug 76 65p.; For a related document, see ED 123 736
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Grant No.: G00-75-06959
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
This publication discusses a cost analysis study of bilingual education in Texas that sought to determine the per-pupil costs of a minimally adequate program that would correspond to the regular monolingual program funded under the state's foundation finance program. The study identified the essential costs of a model bilingual education program as defined by a panel of experts and then calculated weighted-pupil factors for different grade levels of elementary bilingual education. Although the study focused specifically on the state of Texas, the methodology used can be readily adapted to develop cost factors for other states. Findings of the study indicate that cost weights for the first year of a bilingual program are 1.31 for grade K, 1.42 for grades 1-3, and 1.36 for grades 4-5; for subsequent years of a bilingual program the cost weights are 1.25 for grade K, 1.35 for grades 1-3, and 1.30 for grades 4-5. (JG)
Descriptors: *Bilingual Education/ Cost Indexes/ *Educational Finance/ Elementary Education/ Models/ *Program Costs/ *Research Methodology/ *Student Costs/ Unit Costs
Identifiers: *Texas

ED123771 EA008327
Comparison of Bilingual Education Program Costs to the Regular Education Program Costs.
Garcia, Joseph O.
22 Apr 76 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976); Pages 22-28 may reproduce poorly due to small print in the original document
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
This paper describes a study that calculated program costs for bilingual education programs operating in New Mexico school districts during 1974-75 and compared those costs to costs for regular educational programs. Data were collected through a survey of all 88 public school districts in New Mexico. Per-pupil program costs for the regular school program in grades 4-6 were calculated and comPared to Per-pupil costs for bilingual programs in each district. When districts were clustered into eight groups, based on total district enrollment, bilingual Program costs ranged from 37 percent of regular program costs (for districts with enrollments under 200) to 116 percent of regular program costs (for districts with enrollments from 4,000 to 7,500). The statewide average showed bilingual programs cost 103 percent as much as the regular educational program in grades 4-6). A series of tables present program cost and enrollment data for each district, as well as average figures for different sizes of districts and figures for the state as a whole. A sample survey questionnaire and samples of the various worksheets used to analyze the survey data are included in the appendix. (JG)
Descriptors: *Bilingual Education/ Cost Indexes/ Elementary Secondary Education/ *Expenditure Per Student/ *Program Costs/ *School Statistics/ *State Surveys/ Tables (Data)
Identifiers: *New Mexico

ED123735 EA008288
Analyzing Bilingual Education Costs.
Bernal, Joe J.
15 Mar 76 20p.; Speech presented at the Annual American Education Finance Conference (19th, Nashville, Tennessee, March 14-16, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
This paper examines the particular problems involved in analyzing the costs of bilingual education and suggests that cost analysis of bilingual education requires a fundamentally different approach than that followed in other recent school finance studies. Focus of the discussion is the Intercultural Development Research Association's (IDRA) effort to analyze bilingual education using the weighted-pupil technique. IDRA found that the typical weighted-pupil approach was inadequate because it requires identification of "best practice" school districts. Since bilingual education is an evolving area, identification of such lighthouse districts proved to be impossible. Therefore IDRA instead developed a hypothetical model of bilingual education that could serve both as a curriculum development model for bilingual education programs and as a basis for later cost analysis studies. Much of the paper describes and discusses IDRA's "exemplary model" for bilingual education. (JG)
Descriptors: *Bilingual Education/ Cost Indexes/ Curriculum Development/ Educational Finance/ Elementary Secondary Education/ *Models/ *Research Methodology/ *Student Costs
Identifiers: Intercultural Development Research Association

ED066075 FL003344
Guidelines for Educational Programs in the Commonwealth of Pennsylvania for Children Whose Dominant Language Is Not English.
Pennsylvania State Dept. of Education, Harrisburg.
May 72 27p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
The guidelines presented in this document aim toward carrying out Pennsylvania's responsibility to educate non-English-speaking children within its borders as efficiently and satisfactorily as possible. Remarks describe the rationale for the problem and provide ideas on funding, relevant educational legislation, classifications for varying language competence, and educational objectives. Several different kinds of programs, both bilingual education and English-as-a-second-language types, are discussed. One section describes pupil personnel services such as guidance, counseling, pupil assessment, pupil records, career and curriculum planning, referral services, psychological and health services, and social work services. Community and parental involvement are considered, and concluding remarks concern staffing for bilingual programs. (VM)
Descriptors: Administrator Role/ *Bilingual Education/ Children/ Community Involvement/ Definitions/ Educational Legislation/ *Educational Objectives/ *Educational Programs/ *English (Second Language)/ Guidance Services/ *Guidelines/ Instructional Programs/ Linguistic Competence/ Non English Speaking/ Pupil Personnel Services/ School Funds/ Special Education/ Teacher Role/ Teaching Models/ Workshops
Identifiers: *Pennsylvania

ED028429 24 AL001830
Administration of Bilingual Education.
Ulibarri, Horacio; Holemon, Richard
New Mexico Univ., Albuquerque. Coll. of Education.
Mar 69 17p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.: BR-8-0609
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
The administrator in a bilingual, bicultural community must act with caution, forebearance, and great understanding, paying intense heed to his community. The term "bilingualism" refers to facility in the use of two languages, ranging from a minimal knowledge of either language to a high level of proficiency in both. "Biculturalism" is a functioning awareness and participation in two contrasting sociocultures. Biculturalism can be attained without being bilingual; bilingualism can be attained without dual acculturation. In developing a taxonomy for the bilingual program, the psycholinguistics and emotional commitments of the bilingual child should be considered. He may become more committed emotionally to a given concept if taught in one language rather than another. Some program objectives, which can be measured in terms of behaviors, are (1) the bilingual child will participate in more extra class activities; (2) he will learn more about his cultural values and see the differences between his native culture and the Anglo-American cultural value system; and (3) he will understand the process of acculturation. A discussion of teachers, materials, and testing, and a description of funding sources for bilingual, bicultural programs conclude this study. See related documents Al 001 828 and Al 001 829. (AMM)
Descriptors: Acculturation/ American Indians/ *Biculturalism/ *Bilingual Education/ *Bilingualism/ *Bilingual Students/ Cultural Education/ Disadvantaged Youth/ Educational Programs/ *Program Administration/ Second Language Learning/ Sociocultural Patterns/ Spanish Speaking

Chapter 7. Student Identification, Assessment and Evaluation

Some Questions You Should Ask

1. How have you defined the criteria you will use for determining which students will qualify for your bilingual program?
2. How will you apply those criteria to student identification?
3. What is the difference between language dominance and language proficiency?
4. What assessment procedures will you utilize to determine language dominance and language proficiency?
5. Are the identification and assessment procedures you utilize consistent with the requirements of law?
6. Are the student evaluation and testing procedures you utilize free from culture bias?
7. Do your assessment and identification procedures take into account physical and mental handicaps your bilingual children might have?
8. Do you avoid the possibility of labeling a child ''handicapped'' when in fact his or her only problem is a lack of English proficiency?
9. How do you determine when a child can be ''exited'' from the bilingual program?
10. Do testing procedures utilized throughout your school accommodate the special needs of your bilingual students?

Chapter 7. Student Identification, Assessment and Evaluation

EJ217287 CG517466
A Strategy for the Assessment of Bilingual Handicapped Children.
Mowder, Barbara A.
Psychology in the Schools, v17 n1 p7-11 1980 80
Reprint: UMI
Language: English
Because of current federal legislation, educators must assess children with possible handicapping conditions and plan an individual education program for each child with a special need. Discusses past measurement directions and makes recommendations for the assessment of bilingual, culturally different children. (Author)
Descriptors: Bilingual Students/ Bilingualism/ *Cultural Differences/ *Educational Diagnosis/ *Handicapped Children/ *Individualized Curriculum/ Individualized Programs/ *Language Handicaps

EJ216246 FL512889
Techniques for Assessing Listening Comprehension in Second Languages.
Aitken, Kenneth G.
Audio-Visual Language Journal, v17 n3 p175-81 Win 1979 79
Language: ENGLISH
Presents an overview of "constructivist" models of speech perception and information processing and reviews a variety of aural comprehension evaluation techniques which reflect those models. (PMJ)
Descriptors: Achievement Tests/ *Auditory Perception/ Language Instruction/ *Language Processing/ *Language Tests/ *Listening Comprehension/ *Listening Tests/ *Second Language Learning

EJ214427 FL512838
A Linguistic Analysis of Some English Proficiency Tests.
Dieterich, Thomas G.; And Others
TESDL Quarterly, v13 n4 p535-50 Dec 1979 Dec79
Reprint: UMI
Language: ENGLISH
Summarizes some of the findings of recent study of tests designed to determine the English language proficiency of nonnative speakers. (CFM)
Descriptors: Educational Testing/ *English (Second Language) / Evaluation/ Language Dominance/ *Language Proficiency/ *Language Tests/ Measurement Techniques/ Predictive Validity/ Student Evaluation/ Test Construction/ Test Reliability/ Test Selection/ Test Validity/ Testing/ Testing Problems

EJ209582 FL512609
Testing Oral Communicative Skills.
Rosser, Harry L.
Foreign Language Annals, v12 n5 p371-73 Oct 1979 Oct79
Reprint: UMI
Language: ENGLISH
The use of an interview to test verbal ability in a second language and to establish a scale of oral proficiency is discussed. Sample questions are included in Spanish. (JB)
Descriptors: *Communicative Competence (Languages)/ Evaluation Methods/ Language Instruction/ *Language Tests/ *Question Answer Interviews/ *Second Language Learning/ *Spanish/ Speech Communication/ *Speech Skills/ Verbal Ability

EJ204935 FL512381
The Cloze Procedure and Proficiency in English as a Foreign Language.
Alderson, J. Charles
TESOL Quarterly, n13 v2 p219-227 Jun 1979 Jun79
Reprint: UMI
Language: ENGLISH
This article reports on a series of experiments designed to determine the validity of the Cloze test as a measure of the English language proficiency of nonnative speakers. (CFM)
Descriptors: *Cloze Procedure/ *English (Second Language)/ *Language Instruction/ *Language Proficiency/ Language Tests/ Readability/ *Reading Comprehension/ Reading Skills/ *Test Validity

EJ202893 CS711119
Use Matching Cloze Tests for Elementary ESL Students.
Propst, Ivan K., Jr.; Baldauf, Richard B., Jr.
Reading Teacher, v32 n6 p683-90 Mar 1979 Mar79
Reprint: UMI
Language: ENGLISH
Describes a modification of the cloze procedure which was used to assess the reading achievement of selected students in the Mariana Islands. (MKM)
Descriptors: *Cloze Procedure/ Elementary Education/ *English (Second Language)/ Foreign Countries/ Intermediate Grades/ *Reading Achievement/ *Reading Diagnosis/ *Reading Tests/ Second Language Learning
Identifiers: Mariana Islands

EJ199979 RC503278
Critique of a Critique: Issues in Language Assessment.
Hernandez-Ch., Eduardo
NABE: The Journal for the National Association for Bilingual Education, v2 n2 p47-56 Mar 1978 Mar78
Language: ENGLISH
The article responds to Rosaura Sanchez' specific criticisms of the Bilingual Syntax Measure regarding its rationale, administration, and uses, as well as defining and clarifying some of the more important theoretical and practical questions in the language testing field raised by the Sanchez review. (NQ)
Descriptors: Analytical Criticism/ *Bilingual Education/ Educational Assessment/ *Language Tests/ *Measurement Instruments/ *Speech Communication/ *Syntax
Identifiers: *Bilingual Syntax Measure

EJ199699 FL512127
On the Scoring of Cloze Tests.
Clausing, Gerhard; Senko, Donna
Unterrichtspraxis, v11 n2 p74-81 Fall 1978 78
Language: ENGLISH
Cloze testing and language performance is discussed as are two techniques for awarding partial credit: the quick performance measurement and feedback technique and the three-stage scoring hierarchy for partial credit. A figure and tables are included. (EJS)
Descriptors: *Cloze Procedure/ *Language Instruction/ *Language Tests/ Scoring Formulas/ *Second Language Learning/ *Testing

EJ198199 FL512057
Cloze Procedure and Equivalence.
Porter, Don
Language Learning, v28 n2 p333-41 Dec 1978 Dec78
Reprint: UMI
Language: ENGLISH
Reports on an experiment designed to test the reliability of the cloze procedure in second language testing, specifically as a measure of overall language proficiency, and as a measure whose results are independent of style. (AM)
Descriptors: *Cloze Procedure/ *Language Proficiency/ Language Styles/ *Language Tests/ *Second Language Learning/ *Test Reliability/ Testing

EJ195720 CG515623
Assessing the Bilingual Handicapped Student.
Mowder, Barbara A.
Psychology in the Schools, v16 n1 p42-50 1979 79
Reprint: UMI
Language: ENGLISH
Bilingual children with possible handicapping conditions must be assessed to determine their dominant language, and that further testing must be conducted in their primary mode of communication. This paper explores the issues involved in assessing bilingualism and handicapping conditions of bilingual, culturally different children and evaluates the assessment methods. (Author)
Descriptors: *Bilingual Students/ Child Language/ *Educational Assessment/ Elementary Secondary Education/ *Handicapped Children/ *Language Dominance/ Language Handicapped/ State of the Art Reviews

EJ153688 EC090889
Bilingualism, Multiple Dyslexia, and Polyglot Aphasia
Wagner, Rudolph F.
Academic Therapy, 12, 1, 91-7 F 76
Descriptors: *Bilingualism/ *Dyslexia/ *Aphasia/ *Reading/ Learning Disabilities/ Elementary Secondary Education/ Neurologically Handicapped/ Research Reviews (Publications)

EJ013829 AA504544
Bilingualism and Self-Identity
Hittinger, Martha S.
Educ Leadership, 27, 3, 247-249 69 Dec
Descriptors: *Bilingual Students/ Bilingualism/ *Identification (Psychological)/ Inservice Teacher Education/ Parent Participation/ *Self Concept/ Teacher Role

EJ011085 AL500030
Alternative Measures of Bilingualism
Fishman, Joshua A.; Cooper, Robert L.
J Verb Learning Verb Beh, 8, 2, 276-282 69 Apr
Report based upon work designed to study simultaneously the psychological, linguistic and sociological aspects of bilingual behavior. (FWB)
Descriptors: Behavioral Science Research/ *Bilingualism/ Community Surveys/ English/ Factor Analysis/ Interdisciplinary Approach/ *Measurement/ *Psycholinguistics/ Puerto Ricans/ Spanish

ED186468 TM800172
Measuring ESL Reading Achievement with Matching Cloze.
Baldauf, Richard B., Jr.; Propst, Ivan K., Jr.
Oct 79 25p.; Paper presented at the Micronesian Educators Conference (Saipan, Pacific Islands, October, 1979).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Geographic Source: Australia
The matching cloze format used in constructing the reading comprehension parts of the Micronesian Achievement Test Series (MATS) is described as a holistic approach which measures skills comparable to those needed by English as a second language students in actual reading situations. Kenneth Goodman's theory about the strategies used by good readers is described as it relates to the construction of matching cloze tests. Matching cloze requires the examinee to re-read and comprehend more of the passage than do multiple-choice cloze tests. Nine studies of the matching cloze procedure, conducted since its introducation in 1975, are summarized. They indicate that matching cloze is a reliable and valid method of testing reading achievement. The MATS reliability is noted to be quite high, from .82 to .96. The matching cloze procedure is also briefly compared with the standard cloze, multiple choice cloze, and traditional multiple choice tests; each method has advantages and disadvantages for different situations and with different samples of students. Tables are presented to summarize the nine published studies; reliability and validity estimates; and characteristics of different test formats. Instructions for test construction, administration, and scoring, as well as sample items, are appended. (GDC)
Descriptors: *Cloze Procedure/ Elementary Secondary Education/ *English (Second Language)/ Foreign Countries/ Literature Reviews/ Multiple Choice Tests/ *Objective Tests/ Reading Comprehension/ Reading Processes/ *Reading Tests/ Test Construction/ Test Reliability/ Test Selection/ Test Validity
Identifiers: *Matching Cloze/ Micronesia/ Micronesian Achievement Test Series

ED185808 FL011055
An Approach for Implementing a School District Wide Needs Assessment.
Mishra, Shitala; And Others
San Diego State Univ., Calif. Inst. for Cultural Pluralism.
77 115p.
Available from: Institute for Cultural Pluralism, 5544 1/2 Hardy Street, San Diego, CA 92182 ($2.65).
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Geographic Source: U.S./ California
A manual was developed to assist administrators to assess the needs of their institutions, parents, students, staff, and educational programs relative to bilingual program planning. A second area of focus is the identification of Lau students, or students whose home language is other than English and who are not performing conceptually and linguistically at a level equal to or better than the district standard of proficiency. The core of the manual is a Needs Assessment Bank of Questions addressed to different role groups and covering a wide range of issues. Questions pertinent to particular needs and addressed to specific role groups can be selected for survey instruments, interview questionnaires, and other devices. The purpose and use of needs assessment for bilingual education planning are discussed to provide a general approach to needs assessment implementation. The discussion focuses upon: (1) identification of goals, (2) design of assessment procedures, (3) development of assessment instruments, (4) development of sampling plans, (5) collection of data, and (6) analysis of data. A brief discussion of the purpose and methods of conducting a sociocultural survey of the students' community is included. (SW)
Descriptors: *Bilingual Education/ Community Surveys/ Cultural Background/ Data Analysis/ Data Collection/ *Educational Assessment/ Elementary Secondary Education/ *English (Second Language)/ Evaluation Criteria/ *Language Skills/ Low Achievement/ Needs Assessment/ Non English Speaking/ Questionnaires/ School Districts/ Social Influences/ *Student Evaluation
Identifiers: *Bilingual Programs/ Lau v Nichols

ED185077 TM800068

The Analysis of Technical Validity and Reliability in Bilingual Language Assessment Instruments: The Language Assignment Umpire (L.A.U.) Language Dominance Test.

Barnett, Nancy

79 14p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Geographic Source: U.S./ New York

Techniques for assessing test validity and reliability are applied to an analysis of an unpublished test, in order to familiarize test users in local bilingual programs with the technical evidence that should be available for instruments of potential use in placing limited English-speaking students. The instrument studied, the Language Assignment Umpire (L.A.U.), is designed to identify language dominance by means of four oral tasks of sentence memory, synonyms, antonyms, and digit-reversal. The validity of the L.A.U. is considered in determining language proficiency as well as language dominance. Lexical difficulty and counts of phonemes, syllables, words, and morphemes are examined for a linguistic analysis of the L.A.U. The sentence memory task is examined for the syntactic complexity of its items. Statistical analyses are reported for a variety of correlations at both the intra-test and external criteria levels. A brief discussion is included of the results of a study in which the L.A.U. and other language data were used to determine the effectiveness of the Rochester, New York bilingual program. (Author/CTM)

Descriptors: Bilingual Education/ *Bilingual Students/ Elementary Education/ *Language Dominance/ Language Fluency/ *Language Tests/ *Spanish Speaking/ Test Bias/ Test Interpretation/ Test Reliability/ Test Reviews/ *Test Validity / *Verbal Tests

Identifiers: Language Assignment Umpire

ED185073 TM800059

The Validation of the English as a Second Language Assessment Battery (ESLAB).

Rivera, Charlene; Lombardo, Maria

79 22p.; Figures 1 and 2 have been removed due to small print size. Tables 2 and 3 may be marginally legible due to small print size.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Geographic Source: U.S./ Virginia

The development of the English as a Second Language Assessment Battery (ESLAB) was based on needs indicated by achievement and placement statistics. The selection of the proficiency skills (listening, speaking, reading, and writing) was supported by changing views in language assessment and by legislation. Andrew D. Cohen's language model was adapted as a theoretical frame of reference. The battery was developed with a recognition of the interrelationship of native and second language skills. Receptive and expressive components of ESLAB included the Oral Screening Test, Oral Competency Test, Aural Comprehension Test, Dictation Exercise, Structural Competency Test, and Informal Reading Inventory. To ascertain ESLAB's statistical stability, 59 Hispanic inner-city bilingual students in grades 7 and 8 were tested. Each of the tests was subjected to item analysis, involving item difficulty and item discrimination. Face, content, predictive, and concurrent validity were established. Internal consistency and interrater correlations for the expressive subtests were also attained. Overall, both the receptive and expressive subtests of the ESLAB pilot edition proved to be valid and reliable measures of language proficiency. (Author/GDC)

Descriptors: *Bilingual Students/ *Criterion Referenced Tests/ English/ *English (Second Language)/ Junior High Schools/ Language Dominance/ Language Proficiency/ Language Skills/ *Language Tests/ Second Language Learning/ *Test Construction/ Test Reliability/ Test Validity

Identifiers: *English as a Second Language Assessment Battery

ED183044 HE012219
The Decline of the Best? An Analysis of the Relationships Between Declining Enrollments, Ph.D. Production, and Research. Number 65 D.
Klitgaard, Robert E.
Harvard Univ., Cambridge, Mass. Kennedy School of Government.
May 79 99p.; Discussion Paper Series
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Geographic Source: U.S./ Massachusetts
Current evidence on the prospective decline of the labor market for Ph.D.'s is examined. Focus is on the effects of the decline in academic hiring in the quality and quantity of scholarship and research. After an introduction to the problem, the second chapter summarizes the evidence on the impending decline, maintaining that (1) research is a public good, (2) falling university enrollments will lead to fewer jobs in academe which will harm research and scholarship (and higher education generally), (3) universities cannot respond effectively, and, therefore, (4) governmental intervention is warranted. Chapter Three considers the nature of university research as a public good. The effects of reduced academic hiring, including numbers, quality, decline in research, and loss of young scholars, are surveyed in the fourth chapter. Chapter Five evaluates the arguments concerning the inability of universities to adjust optimally to the decline. The final chaoter reviews alternative interventions, such as improving admissions procedures, supporting graduate students, creating more jobs in academe, and funding more research. (Author/PHR)
Descriptors: Academic Achievement/ *College Faculty/ *Declining Enrollment/ *Doctoral Degrees/ Educational Change/ Educational Quality/ *Employment Opportunities/ Government Role/ Graduate Study/ *Higher Education/ Intervention/ Job Market/ *Research/ Trend Analysis
Identifiers: Scholarship

ED183027 FL011063
Testing in Foreign Languages, ESL, and Bilingual Education, 1966-1979: A Select, Annotated ERIC Bibliography. Language in Education: Theory and Practice, No. 24.
Lange, Dale L., Comp.; Clifford, Ray T., Comp.
ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
Mar 80 349p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: 400-77-0049
Available from: Center for Applied Linguistics, 1611 N. Kent Street, Arlington, VA 22209 ($7.95)
EDRS Price - MF01/PC14 Plus Postage.
Language: English
Geographic Source: U.S./ Virginia
Documents and articles on second language testing that were included in the ERIC data base from 1966 through 1979 are covered in this bibliography. Each of the approximately 1600 entries is identical to a document resume that appeared in "Resources in Education" or "Current Index to Journal in Education" during that period. The bibliography is indexed by subject and author. Most of the documents cited are not actual tests but reports on such subjects as the application of specific testing theories and the evaluation of testing methodologies. Conference papers, institutionally sponsored studies, and monographs are among the document types included. Although the documents cited deal principally with second language testing, many are applicable to language testing as a whole. (JB)
Descriptors: Annotated Bibliographies/ *Bilingual Education/ *English (Second Language)/ French/ German/ *Language Instruction/ *Language Proficiency/ Language Research/ *Language Tests/ Measurement Instruments/ *Second Language Learning/ Spanish/ Test Construction/ Test Validity

ED183016 FL011029
English Language Testing. General Information Series No. 20. Indochinese Refugee Education Guides.
Center for Applied Linguistics, Arlington, Va.; National Indochinese Clearinghouse and Technical Assistance Center, Arlington, Va.
Sep 79 35p.
Sponsoring Agency: Office of Refugee Affairs (DHEW), Washington, D.C.
Contract No.: DRA-600-78-0061
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Geographic Source: U.S./ Virginia
Principles of test selection in English as a second language (ESL) are introduced to teachers of Indochinese refugees. No previous knowledge of ESL testing on the part of the teacher is assumed. A discussion of the characteristics of a good ESL test emphasizes the appropriateness of the test for non-native speakers, validity, reliability, and practicality. Specific types of tests are described, including: (1) discrete-point tests, exemplified by the Structure Tests-English Language (STEL) and Comprehensive English Language Test (CELT); (2) oral proficiency tests, such as the John Test and the Ilyin Oral Interview; and (3) Cloze tests as measures of readability and language ability. A guide to developing a strategy for language testing explains procedures for placement, progress, and final achievement assessment. Finally, a guide to classroom testing outlines actual procedures for administering listening, reading, speaking, and writing tests. A checklist of principles that should be observed in classroom testing is included. A bibliography of tests and teacher resources is appended. (JB)
Descriptors: Achievement Tests/ Bibliographies/ Check Lists/ Cloze Procedure/ *English (Second Language)/ *Indochinese/ Language Instruction/ *Language Skills/ *Language Tests/ Listening Tests/ *Refugees/ Resource Materials/ Second Language Learning/ Speech Skills/ Student Placement/ Student Testing/ *Test Selection/ Writing Skills

ED180233 FL010863
Issues in Language Proficiency Assessment.
Sanchez, Rosaura; And Others
San Diego State Univ., Calif. Inst. for Cultural Pluralism.
78 234p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Available from: Institute for Cultural Pluralism, 5544-1/2 Hardy Street, San Diego, CA 92182 ($5.00)
EDRS Price - MF01/PC10 Plus Postage.
Language: English
Geographic Source: U.S./ California
Three papers on assessment and planning in bilingual education are presented. In "Language Theory Bases," Rosaura Sanchez advocates an approach toward child bilingual education that takes into account the relationship between the parallel domains of language development and cognitive development. An awareness of this relationship is deemed necessary in order to prescribe educational strategies that can build on students' existing skills and accomplish their transfer into other domains. "Assessment/Diagnostic Practice," by Harriett Romo, addresses the practical problems of deriving the assessment information specified in the Sanchez paper. A warning is given that a language assessment situation can actually inhibit students' performance. The development of assessment instruments is discussed. "Educational Prescriptions," by Iris Santos-Rivera and Byron Williams, suggests educational applications based on language/cognition assessment data. A variety of bilingual program models are discussed, and specific educational strategies are recommended to respond to specific student needs. Appendices include: (1) an outline of subjects to be covered in a needs assessment instrument, (2) a language assessment instrument designed to determine inservice needs of teaching staff, (3) a sample sociolinguistic survey, and (4) an example of integrated thematic/language/concept lesson development. (Author/JB)
Descriptors: Applied Linguistics/ *Bilingual Education/ Bilingual Students/ Child Language/ Classroom Environment/ Cognitive Development/ Cultural Factors/ *Educational Assessment/ Educational Needs/ English (Second Language)/ Inservice Teacher Education/ Language Development/ *Language Instruction/ Language Proficiency/ *Language Tests/ Lesson Plans/ Models/ *Needs Assessment/ *Program Development/ Staff Improvement/ Student Attitudes/ Student Characteristics/ Student Evaluation/ Surveys/ Teaching Methods
Identifiers: *Bilingual Programs

ED180208 FL010741
English as a Second Language Oral Assessment (ESLOA).
Coy, Joye Jenkins; And Others
Literacy Volunteers, Inc., Syracuse, N.Y.
78 81p.
Available from: Literacy Volunteers of America, Inc., 623 Midtown Plaza, 700 East Water Street, Syracuse, NY 13210 ($4.00)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Geographic Source: U.S./ New York
This diagnostic instrument was developed for use with non-English-speaking adult students. Four tests measure listening comprehension and oral proficiency at four levels of English proficiency. The Level One test assesses the student's ability to identify specific vocabulary items; no oral response is necessary. Survival vocabulary and the ability to express emotions and conditions in English are tested at Level Two. At Level Three, the student must answer information questions and follow patterns in the present and present progressive tenses. Finally, Level Four assesses the student's command of grammar in question formation, transformation of negative to positive, and formation of past and future tenses. In each test, the instructor uses pictorial aids and a series of short questions to elicit student response. The instrument is designed for use with one student at a time. At the end of each test, suggestions for classroom instruction at the appropriate level are offered. Appendices include a free expression test and definitions of terms. (Author/JB)
Descriptors: Communicative Competence (Languages)/ Diagnostic Tests/ *Educational Diagnosis/ *English (Second Language)/ Grammar/ Language Instruction/ *Language Proficiency/ *Language Tests/ *Listening Comprehension/ Speech Communication/ *Speech Skills/ Vocabulary

ED179601 TM009992
When is a LESA Student No Longer LESA? Publication No. 78.77.
Curtis, Jonathan; And Others
Austin Independent School District, Tex. Office of Research and Evaluation.
Apr 79 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, CA, April 8-12, 1979)
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Geographic Source: U.S./ Texas
This paper describes the model employed by the Austin (Texas) Independent School District, developed in response to the Lau v Nichols decision on instruction for limited English speaking ability (LESA) students, to determine when a LESA student is no longer a LESA student. Five other theoretical models are proposed: (1) an expected performance model using nonverbal intellectual functioning, socioeconomic status, and language learning capability measures to predict individual achievement; (2) a compensatory education exit model which would provide special instruction, if necessary, after attaining an appropriate English proficiency functioning level; (3) an optimal instructional placement model to project which type of program would provide the highest rate of academic achievement for a particular type of student; (4) a LESA false positives identification model to identify students who meet exit criteria during one year but who will most likely not meet the criteria the following year; and (5) a simple solution model which would be based on research and measurement to determine when a student has reached an adequate level of English proficiency to function normally in a regular classroom. (MH)
Descriptors: Academic Achievement/ Compensatory Education Programs/ Elementary Secondary Education/ *English (Second Language)/ Evaluation Criteria/ Evaluation Methods/ Evaluation Needs/ Language Ability/ *Language Proficiency/ Mainstreaming/ *Models/ *Non English Speaking/ Research Needs/ *Special Programs/ *Student Evaluation/ Student Needs/ Student Placement/ Success Factors
Identifiers: Austin School District TX/ *Limited English Speaking Ability/ Texas (Austin)

ED179566 TM009844
Oral Language Proficiency Scale. ESOL Placement Interview. Guidelines. Revised.
Dade County Board of Public Instruction, Miami, Fla.
78 14p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Geographic Source: U.S./ Florida
Government: Local
The Oral Language Proficiency Scale is used to determine initial placement of Spanish-speaking students in English as a second language (ESOL) programs, at one of five ESOL proficiency levels. Proficiency is assessed in four areas: oral comprehension, grammar, pronunciation, and vocabulary. The scale is based on student responses to a 20-question individual interview; the first eight are intended to put the student at ease, while the remainder measure language proficiency. (This document contains the Oral Language Proficiency Scale; the ESOL Placement Interviews, Elementary and Secondary Level; and directions for administering and scoring.) (CP)
Descriptors: Cubans/ Elementary Secondary Education/ *English (Second Language)/ *Individual Tests/ Interviews/ *Language Proficiency/ Language Skills/ *Language Tests/ Screening Tests/ Spanish Speaking/ Speech Skills/ *Student Placement/ Student Testing
Identifiers: *ESOL Placement Interview/ *Oral Language Proficiency Scale

ED178613 TM009908
What Is the Criterion of Interest in Identifying Limited-English Speaking Students: Language Dominance or Proficiency?
Estes, Gary D.; Estes, Carole
Apr 79 29p.; Paper presented at the annual meeting of the American Educational Research Association (63rd, San Francisco, CA, April 8-12, 1979)
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Geographic Source: U.S.
The issue of using language proficiency or language dominance to assess programs for high school students with limited English speaking backgrounds is addressed. The development and initial analyses of the Competency Based Oral Language Assessment (COLA) are discussed. Three components of oral language are rated separately: semantics; syntax and morphology; and phonology. The use of COLA is based on guidelines suggested by the Department of Health, Education, and Welfare: (1) to determine the language proficiency of students whose primary language is not English; (2) to prescribe programs which meet students' needs; and (3) to assess students' language dominance to determine the most beneficial language of instruction. Instrumentation; content validity; predictive validity; scoring; interrater reliability; evidence and correction for rater bias, and procedures for interpreting results of COLA are explained, and four case studies are presented as illustrations. It is emphasized that COLA does not assess students' overall intellectual ability or aptitude, and that a clear distinction should be maintained between language proficiency and language dominance. It is suggested that proficiency scores be used for placement into special language programs, while dominance scores be used to plan individualized program activities or strategies. (MH)
Descriptors: *Bilingual Students/ English (Second Language)/ High School Students/ *Language Dominance/ *Language Proficiency/ *Language Tests/ Morphology (Languages)/ Phonology/ Predictive Validity/ Scoring/ Screening Tests/ Semantics/ Senior High Schools/ *Speech Skills/ Syntax/ *Test Construction/ Test Interpretation/ Test Reliability/ Test Validity
Identifiers: Competency Based Oral Language Assessment/ Content Validity/ Interrater Reliability

ED177884 FL010603
Schedules for Language Background, Behavior and Policy Profiles.
Mackey, William F.
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
78 40p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Geographic Source: Canada/ Quebec
Three questionnaires are offered as language planning aids. These instruments measure variables in language background, language behavior, and language policy, particularly in situations where two or more dialects of languages are used. The first questionnaire asks 60 questions designed to form a language background profile of an individual. The second elicits an individual's history of language behavior on a time scale. The third questionnaire is a guide to obtaining a sociolinguistic community profile for language policy and educational programs. (JB)
Descriptors: *Bilingual Education/ Bilingualism/ *Data Collection/ *Educational Planning/ Educational Policy/ *Language Planning/ Language Role/ Language Usage/ *Measurement Instruments/ *Sociocultural Patterns/ Sociolinguistics
Identifiers: *Profiles

ED176594# FL010828
Oral Language Evaluation. Teacher's Manual.
Silvaroli, Nicholas J.; And Others
77 51p.
Available from: EMC Corporation, 180 East Sixth Street, St. Paul, Minnesota 55101 ($5.95)
Document Not Available from EDRS.
Language: English
Geographic Source: U.S./ Minnesota
This measure is designed to identify, assess, and diagnose the oral language capability of English and Spanish speakers, and to prescribe corrective or improvement activities. Part One provides minimum criteria to identify children who might need training in a second language. Part Two is designed to assess the child's primary or home language and determine if additional oral language diagnosis is necessary. Part Three is a diagnostic measure designed to determine the child's level of oral language development. Part Four provides prescriptive activities to help teachers develop the student's oral language capabilities based on the diagnostic data obtained from Part Three. The measure is intended particularly for teachers with limited language evaluation experience and/or structural linguistic training. The guide has the following elements: (1) a definition of language and a "non-scientific" six-level language development continuum on which the four parts of the measure are based; (2) detailed instructions for using the four parts of the measure; (3) four practice exercises to familarize the evaluator with the process; (4) pictures to be used in administering parts two and three of the test; and (5) sample record forms in English and Spanish. (Author/AMH)
Descriptors: Diagnostic Tests/ *Educational Diagnosis/ Elementary Education/ *English (Second Language)/ Language Development/ *Language Instruction/ *Language Skills/ Language Tests/ Measurement/ Measurement Instruments/ Second Language Learning/ *Spanish/ Testing/ *Verbal Ability/ Verbal Development/ Verbal Tests

ED176539 FL008843
Examinations and Tests in English for Speakers of Other Languages. Information Guide 6.
British Council, London (England). English-Teaching Information Centre.
Dec 76 64p.
Available from: English Teaching Information Centre, The British Council, 65 Davies St., London W1Y 2AA England (1 British pound)
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Geographic Source: United Kingdom/ England
The bulk of this guide is devoted to the detailed description of 18 tests of English as a second language (ESL). Most of the tests were produced in Great Britain, the remainder in the United States. Each description provides information on the source, aims, and administration of the test; outlines the content of the test; and, where pertinent, indicates the recognition that will be earned through certification in ESL on the basis of the test. To supplement the descriptions, the volume offers an analysis of contents and techniques in ESL testing, definitions of terms used in standardized testing, a note on Cloze procedure, and a ten-page bibliography. (JB)
Descriptors: Bibliographies/ *Cloze Procedure/ *English (Second Language)/ *Language Proficiency/ *Language Tests/ Language Usage/ Linguistic Competence/ Listening Comprehension / Reading Comprehension/ *Standardized Tests/ Tests/ *Test Selection/ Writing Skills

ED175938 TM009677
Language Assessment Procedures for Identifying LESA Students.
Mauldin, Michael A.; And Others
Apr 79 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
EDRS Price - MF01/PC01 Plus Postage.
Language: English/ Spanish
Geographic Source: U.S.
Language assessment procedures developed by the Houston Independent School District were undertaken to identify limited-English-speaking-ability (LESA) students, mostly Mexican-Americans, for bilingual instruction. Six phases of program development were included: (1) goals, policies and procedures; (2) language assessment; (3) instructional programs; (4) recruitment and hiring of bilingual teachers; (5) staff development; and (6) community involvement. A six-step language assessment procedure was implemented: a parent survey; identification of LESA students needing further assessment, using achievement test scores; a teacher survey; identification of students with English language deficiencies, using the Language Assessment Scales; enrollment in bilingual programs; and testing students for placement in the bilingual program. It was found that assessing proficiency in English and the home language, including frequency and patterns of usage in each language and language achievement, helped to overcome some of the weakensses in the identification procedures. (Appendices include the Parent Survey of Home Language--English and Spanish versions, and the teacher Survey of Student Language). (MH)
Descriptors: *Bilingual Education/ Bilingual Students/ Elementary Secondary Education/ *English (Second Language)/ *Identification/ Informal Assessment/ *Language Proficiency/ Language Programs/ Language Tests/ Mexican Americans/ Non English Speaking/ *Screening Tests/ *Spanish Speaking/ Student Evaluation/ Testing Problems
Identifiers: Houston Independent School District TX/ Texas (Houston)

ED174038 FL010505
Utility of LESA Criteria for Estimating The Number of LESA Students.
Alston, Herbert L.; And Others
Houston Independent School District, Tex.
Apr 79 11p.; Paper presented at the American Educational Research Association Meeting (San Francisco, California, April 1979)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Geographic Source: U.S.
Studies conducted concerning numbers of limited-English-speaking-ability (LESA) students and utility of criteria for estimating this population are discussed. A sample of 287 students in kindergarten through grade three, whose parents had responded to a Language Resource Questionnaire, were selected for study. The teacher of each student was administered the Language Resource Questionnaire for Teachers, which concerned the student's ability to use and understand English in the classroom. Each student was administered the Shutt Primary Language Indication Test to assess their proficiency in English and Spanish. The intercorrelations of key items on both questionnaires and subtests of the Shutt test were calculated. Key items on the parent questionnaire included whether the student was born outside the United States and whether the household language was other than English. Key items on the teacher questionnaire included the student's understanding of instruction in English and the student's ability to speak English. Key subtests on the Shutt test were listening comprehension in English, reading comprehension in English (third grade only), and English verbal fluency. (SW)
Descriptors: Bilingual Students/ *Communicative Competence (Languages)/ Elementary Education/ *English (Second Language)/ Language Fluency/ Language Programs/ *Language Skills/ Listening Comprehension/ Reading Comprehension/ *Second Language Learning/ *Spanish Speaking/ *Student Evaluation

ED173373 TM008761
Assessment Instruments in Bilingual Education: A Descriptive Catalog of 342 Oral and Written Tests.
California State Univ., Los Angeles. National Dissemination and Assessment Center.; Northwest Regional Educational Lab., Portland, Oreg.
78 485p.; Not available in paper copy due to marginal legibility
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Contract No.: 300-77-0270
Available from: National Dissemination and Assessment Center, 5151 State University Drive, Los Angeles, California 90032 ($4.95 plus $1.00 postage)
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Language: English
Geographic Source: U.S.
This catalog describes 342 tests appropriate for identifying the needs of bilingual students, for diagnosing their ability, and for assessing programs. The tests are appropriate for ages kindergarten through adult, and are written in the following languages: English, Spanish, Arabic, Cambodian, Cantonese, Chinese, Cherokee, Chamorro, Crow, Choctaw, Cheyenne, Dutch, French, German, Hebrew, Ilocano, Italian, Japanese, Korean, Mandarin, Mohawk, Navaho, Nukuran, Native Alaskan, Portugese, Pilipino, Polish, Ponapean, Pueblo, Russian, Tagalog, Ulithian, Vietnamese, Yapese, Woleina, Yiddish, and Yupik. The majority are written in English or Spanish or in both languages. The tests cover the following catagories: (1) language proficiency; (2) language dominance; (3) self concept and personality; (4) sociocultural and attitudes; (5) reading and reading readiness; (6) academic achievement; (7) aptitude and interests; and (8) miscellaneous--including school readiness, psychomotor performance, learning problems, and individual development. Descriptions of each test provide, whenever possible: test name; developer (commercial vs. local publisher); source of availability; copyright date; language; purpose and content; age level; administration; written vs. oral response; scoring; types of available scores; cost, and a sample item. (GDC)
Descriptors: Achievement Tests/ Adults/ Aptitude Tests/ Attitude Tests/ Bilingual Education/ *Bilingual Students/ Diagnostic Tests/ Elementary Secondary Education/ *English/ *Languages/ *Language Tests/ Personality Tests/ Postsecondary Education/ Reading Tests/ *Spanish/ Speech Skills/ Student Testing/ Tests

ED169709 EC114520
The Identification of Bilingual Handicapped Students.
Herman, David H.
79 26p.
Sponsoring Agency: Pennsylvania Resources and Information Center for Special Education (PRISE), King of Prussia, Pa.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Geographic Source: U.S./ Pennsylvania
The author reviews research on the use of standardized tests to identify bilingual handicapped children. Issues supporting and criticizing standardized measurement are considered, and the author concludes that no test approaching a reasonable level of fairness across cultural groups exists. Research on the psycholinguistic aspects of identification is analyzed, and the author states that mildly to moderately handicapped bilingual students should be evaluated on the basis of language development and on bilingual functioning or language dominance. The importance of a multidisciplinary approach to evaluation is stressed, and legal considerations are addressed. (CL)
Descriptors: Bilingualism/ *Bilingual Students/ *Handicapped Children/ *Identification/ Language Development/ Legal Problems/ *Psycholinguistics/ *Standardized Tests/ Student Evaluation/ *Test Bias
Identifiers: *Bilingual Handicapped

ED166962 FL010068
Approaches to Self-Assessment in Foreign Language Learning.
Oskarsson, Mats
Council for Cultural Cooperation, Strasbourg (France).
78 61p.
Available from: Council of Europe, F-67006 Strasbourg. CEDEX, France
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Language: English
Geographic Source: France
This study was designed to outline possible forms of guided self-assessment in adult language learning and to suggest steps that might be taken in order to further develop methods judged to be suitable for use within the European unit/credit scheme for foreign language learning by adults. The report includes a review of relevant literature and research activities, a survey of practices in various educational institutions in Scandinavia and elsewhere, concrete suggestions for self-assessment materials, and a description of field experiments with those materials. Additionally, proposals for further research and practical development work are made. Research activities in Sweden, France, Israel, and Finland are outlined. In March 1977 a questionnaire requesting information about self-assessment practices was sent to 120 Swedish educational institutions and organizations providing foreign language instrucion for adults. The most common form of self-assessment, apart from the self-assessment element inherent in most types of structured exercises with model answers, consisted of ordinary paper-and-pencil tests that the learner scores himself with the help of an overlay stencil or an answer key. A guidance test for university and college students and use of self-instructional and self-assessment materials in research projects in Sweden are discussed. Suggestions on self-assessment materials concern standardized forms, assessment in relation to individual goals, standardized forms based on threshold level, self-assessment by means of formal tests, and informal self-assessment. Self-assessment forms are included. (SW)
Descriptors: Adult Education/ *Adult Students/ *Educational Accountability/ Educational Assessment/ Evaluation Methods/ Foreign Countries/ Language Instruction/ Language Proficiency/ *Language Programs/ *Language Tests/ Listening Comprehension/ Reading/ *Second Language Learning/ *Self Evaluation/ Student Evaluation/ Verbal Ability/ Writing Skills
Identifiers: Finland/ France/ Israel/ *Sweden

ED165499 FL010043
A Guide to Assessment Instruments for Limited English Speaking Students.
Pletcher, Barbara P.; And Others
78 190p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: 400-76-0165
Available from: Santillana Publishing Company, Inc., 575 Lexington Avenue, New York, New York 10022
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Language: English
Geographic Source: U.S./ New York
The test reviews in this guide are intended to be used by school personnel charged with locating and administering appropriate assessment instruments to limited-English-speaking elementary school children. Assessment instruments are reviewed for native speakers of Chinese, French, Italian, Navajo, Portuguese, Spanish and Tagalog. Each instrument reviewed met nine criteria and was analyzed for cultural bias by a cultural and linguistic review panel. The descriptive information section of each entry contains the following types of information: purpose, score interpretation, grade range, target ethnic group, administration time, administrator requirements, author, source and cost. The following types of tests are included: Language Dominance, English Language Proficiency, Native Language Proficiency, Achievement in Multi-Subject Areas, Achievement in Individual Subjects, Learning Styles (for Spanish-Speaking), and General Ability and Scholastic Aptitude. Four appendices provide a comprehensive index, a source index, a glossary of technical terms, and a bibliography. (AMH)
Descriptors: *Achievement Tests/ Aptitude Tests/ Attitude Tests/ *Bilingual Education/ Chinese/ Culture Free Tests/ Educational Assessment/ Elementary Education/ *English (Second Language)/ French/ Guides/ Italian/ Language Dominance/ Language Proficiency/ *Language Tests/ Mathematics/ Minority Groups/ Navajo/ Portuguese/ Sciences/ Self Concept Tests/ Social Studies/ Spanish/ Standardized Tests/ Tagalog/ Testing/ *Test Reviews/ *Tests/ Test Selection
Identifiers: *Limited English Speaking Ability

ED163807 FL009924
Foreign Language Testing. Specialised Bibliography.
Perren, G. E., Ed.
Centre for Information on Language Teaching, London (England)e,
Jul 77 72p.
Available from: Centre for Information on Language Teaching and Research, 20 Carlton House Terrace, London SW1Y5AP England
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Language: English
Geographic Source: United Kingdom/ England
This specialized bibliography provides a widely representative selection of materials on testing foreign language skills. It is divided into two sections. The first covers articles that have appeared in periodicals over the past two years and includes abstracts of each. These have been reprinted from volumes 1 through 9 of "Language Teaching and Linguistics: Abstracts" (formerly "Language Teaching Abstracts"). The second part is a selected list of books dealing with language testing and a brief selection of published tests. A separate contents index of the abstracts is provided, and a combined index of authors and editors covering both books and articles is appended. (NCR)
Descriptors: Abstracts/ Achievement Tests/ *Annotated Bibliographies/ Aptitude Tests/ Cloze Procedure/ *English (Second Language)/ Evaluation Methods/ Language Instruction/ Language Proficiency/ Language Skills/ *Language Tests/ Modern Languages/ Psycholinguistics/ *Second Language Learning/ *Testing

ED163062 TM008120
Language Assessment Instruments for Limited-English-Speaking Students: A Needs Analysis.
Locks, Nancy A.; And Dthers
National Inst. of Education (DHEW), Washington, D.C.
Oct 78 60p.; Some pages may not reproduce clearly due to dark background
Contract No.: 400-76-0165
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Language: English
Geographic Source: U.S./ District of Columbia
Government: Federal

A catalog of tests for limited English speaking students and an assessment of needs for new test development are presented. The most important priorities are improved communication between test developers and users, and funding to refine available tests. The most cost effective solution would be the revision, technical improvement, and translation of selected instruments. The catalog lists tests for students in grades K-6 whose first language is Chinese, French, Italian, Navajo, Portuguese, Spanish, or Tagalog. Within each language, tests are grouped as publicly available, or currently unavailable. Available tests are rated acceptable or unacceptable for technical as well as cultural adequacy, and categorized as follows (1) language dominance; (2) non-English language proficiency; (3) English language proficiency; (4) mathematics; (5) science; (6) social and ethnic studies; (7) multi-subject achievement; (8) attitude and self concept; (9) cognitive style; and (10) general ability and scholastic aptitude. Approximately 150 tests are rated, while 132 are unavailable; about half of both lists concern Spanish tests. Crucial needs cited by the bilingual educators surveyed are summarized for each language; the need for an improved language test is mentioned frequently. The questionnaires, rating forms, a list of criteria used to evaluate the tests, and of participating reviewers are appended. (CP)

Descriptors: Achievement Tests/ Aptitude Tests/ Bilingual Education/ *Bilingual Students/ Chinese/ Elementary Education/ *English (Second Language)/ *Evaluation Needs/ French/ Italian / Navajo *Needs Assessment/ Portuguese/ Psychological Tests/ Spanish State of the Art Reviews/ Surveys/ Tagalog/ *Test Reviews *Tests

ED162508# FL009632
Bilingual/Bicultural Education: A Need for Understanding. The Challenge of Communication. ACTFL Review of Foreign Language Education, Vol. 6.
Woodford, Protase E.
American Council on the Teaching of Foreign Languages, New York, N.Y.
74 37p.
Available from: Not Available Separately; See FL 009 619
Document Not Available from EDRS.
Language: English
Geographic Source: U.S./ New Jersey

This article discusses the varieties of bilingualism, types of bilingual programs, goals and program implementation, measurement and evaluation of bilingual/bicultural programs, teacher preparation, the impact of the ESEA Title VII Bilingual Education Act, sample programs, the question of language "standards," and studies about program outcomes. The term "bilingual" refers to persons who demonstrate abilities in two languages. Most bilinguals demonstrate mastery of one language and less than educated native speaker competence in the other language. Goals of bilingual/bicultural education vary from transition to English and rapid assimilation into the dominant culture to parallel programs in both English and the home language. A promising way to develop English literacy in children whose home language is other than English is to begin by teaching them to read and write in their home language, while acquiring skills in English. Bicultural programs stress understanding of and respect for the child's home culture and consideration of the home culture in teacher training and the program of studies. Understanding the attitudes of the non-English-speaking community and involving them in program planning are important. Reliable and valid measures of the language abilities of teachers and children in English and the home language in all skills are needed, and evidence of change in attitudes and self-concept of children should be gathered and evaluated. Progress of children in bilingual programs should be compared with children in traditional programs. (SW)

Descriptors: Biculturalism/ *Bilingual Education/ Bilingualism/ *Cultural Background/ Cultural Pluralism/ Educational Objectives/ Elementary Secondary Education/ *English (Second Language)/ Evaluation Criteria/ Higher Education/ *Language Instruction/ Language Maintenance/ *Language of Instruction/ *Language Skills/ Multicultural Education/ Program Development/ Program Evaluation/ School Community Relationship/ Second Language Learning/ Student Evaluation/ Teacher Attitudes/ Teacher Education

ED161951 TM007992

Guidelines for Selecting Test Instruments and Procedures for Assessing the Needs of Bilingual Children and Youth. Part I: Guidelines for Determining Student Eligibility for Bilingual Instruction. Part II: Revised Guidelines for Selecting Test Instruments and Procedures in Bilingual Instruction.

Michigan State Dept. of Education, Lansing.

Mar 76 45p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Language: English

Geographic Source: U.S./ Michigan

Government: State

It is required by Michigan Public Act 294 that local school districts having an enrollment of 20 or more students of limited English-speaking ability establish and operate bilingual instruction programs, and that the State Board of Education approve a testing mechanism suitable for evaluating the proficiency in English language skills of students of limited English-speaking ability. This document was designed to provide school districts in Michigan with a set of guidelines for determining student eligibility for bilingual instruction and a set of revised guidelines to be used in assessing students with a language background other than English. Guidelines are presented for: (1) establishing the role of the bilingual instruction eligibility committee; (2) establishing the procedure for determining eligibility; (3) documenting and recording each student's difficulties in performing ordinary classwork and test scores reflecting academic achievement; (4) utilizing test results; and (5) designating school districts for bilingual education. Appendices include a list of test instruments suggested for eligibility assessment; designated Michigan school districts; and a list of test instruments for assessment, prescription, and evaluation in bilingual instruction. (Author/JAC)

Descriptors: Achievement Tests/ Administrator Guides/ Bibliographies/ Bilingual Education/ *Bilingual Students/ Elementary Secondary Education/ Eligibility/ *Language Tests/ *Needs Assessment/ School Districts/ *Spanish Speaking/ State Standards/ *Student Evaluation/ Testing/ *Test Selection

Identifiers: Michigan

ED147800# CS203687

Design and Empirical Validation of the Cloze Procedure for Measuring Language Proficiency of Non-Native Speakers.

Hisama, Kay Keiko Washiya

76 174p.; Ph.D. Dissertation, Southern Illinois University

Available from: University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-6224, MF $7.50, Xerography $15.00)

Document Not Available from EDRS.

This study presents a new version of the cloze procedure used as a placement test for foreign students enrolled in an English language program for non-native speakers. Called the New Cloze Test (NCT), the test was administered to 136 foreign students who were beginning college students and who had not been in the United States longer than one month prior to testing. Two other groups of foreign students served as criterion groups. The results show that the NCT, with further refinement, can become a useful measure of non-native speakers' English language proficiency. (RL)

Descriptors: *Cloze Procedure/ Doctoral Theses/ *English (Second Language)/ *Foreign Students/ Higher Education/ Language Development/ *Language Proficiency/ *Test Construction/ Test Reliability/ *Test Validity

ED143149 EC101371

The Bilingual Child with Learning Problems.

Harber, Jean R.

76 6p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Reviewed is research on the bilingual child with learning problems. The author notes that a disproportionately large number of non-English speaking children are placed in special education classes for the educable mentally retarded, and that this group is underrepresented in classes for the learning disabled. It is suggested that appropriate tools for evaluation of bilingual children be developed and used, and that specific remedial programs be planned for each child. (IM)

Descriptors: *Bilingualism/ Early Childhood Education/ Elementary Secondary Education/ Exceptional Child Education/ *Learning Disabilities/ Needs Assessment/ Remedial Instruction / *Research Reviews (Publications)/ Student Placement/ *Testing Problems

ED129099 FL008055
Oral Language Tests for Bilingual Students: An Evaluation of Language Dominance and Proficiency Instruments.
Northwest Regional Educational Lab., Portland, Oreg.
Jul 76 139p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Contract No.: 300-75-0329
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
This publication represents the first attempt to address the problem of adequate evaluation processes for testing language dominance and proficiency in bilingual education. It is produced by individuals intimately acquainted with the fields of language testing and bilingual education. Issues in language testing as well as its history are discussed. Evaluation criteria are established for tests: measurement validity, examinee appropriateness, technical excellence, and administrative usability. The following tests are described: 16 commercially available tests; 6 tests undergoing development or testing; and 2 tests used for experimental purposes. A final section provides a concise evaluation of these 24 tests according to the above-mentioned criteria. An appendix lists test development efforts in Chamorro, Cherokee, Crow, French, Marshallese, Miccosukee, Navaho, Papago, Samoan, and Yup'ik. (Author/AM)
Descriptors: American Indian Languages/ *Bilingual Education / *Bilingualism/ Chamorro/ Cherokee/ English (Second Language) / Evaluation Criteria/ Evaluation Methods/ French/ *Language Proficiency/ Language Skills/ *Language Tests/ Measurement Techniques/ Navaho/ Oral Communication/ Papago/ Portuguese/ Samoan/ Second Language Learning/ Second Languages/ Spanish/ Speech Skills/ *Standardized Tests/ *Test Reviews/ Tests/ Verbal Tests
Identifiers: Crow/ *Language Dominance/ Marshallese/ Miccosukee/ Yup ik

ED122556 EC082934
Assessing the English Speaking Skills of Bilingual Children.
Cohen, Andrew D.
Apr 76 15p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage
Discussed are problems to consider and possible techniques to use in assessing the English speaking skills of bilingual children. Reviewed is literature on the reasons for differences in ease of acquisition of English speaking skills among bilingual children (such as personality variables) and on inadequacies of existing language assessment instruments. Six means of assessing English speaking skills among nonnatives (such as the Bilingual Syntax Measure) are described briefly, and four suggestions for assessment (such as use of an eclectic approach) are offered. (LS)
Descriptors: *Bilingualism/ Elementary Secondary Education/ *General Education/ Language Ability/ Language Tests/ Literature Reviews/ *Measurement Techniques/ Student Evaluation/ *Verbal Ability

ED116487 FL007365
Testing English Language Proficiency. General Information Series, No. 2. Indochinese Refugee Education Guides.
Center for Applied Linguistics, Washington, D.C.
75 15p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
This three-part paper consists of: (1) an annotated bibliography of tests for English as a Second Language and for learning ability, (2) a bibliography about second language testing, and (3) a list of ten principles for test construction and administration for those who wish to write their own tests. The bibliographies are not exhaustive, but the items listed are all readily available. (Author/TL)
Descriptors: Annotated Bibliographies/ *Bibliographies/ Cambodian/ Cognitive Tests/ *English (Second Language)/ *Indochinese/ Language Instruction/ Language Proficiency/ Language Skills/ *Language Tests/ Reference Materials/ Refugees/ Resource Materials/ Standardized Tests/ Test Construction/ *Testing/ Test Selection/ Vietnamese

ED116478 FL007356
English as a Second Language in Kindergarten--Testing Young Children. Preschool Education Series, No. 3. Indochinese Refugee Education Guides.
Center for Applied Linguistics, Washington, D.C.
75 4p.; Adapted from "Teaching English as a Second Language in the Kindergarten," by Muriel Saville-Troike; For related documents, see FL 007 354-357
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
This guide first points out the difficulty and the lack of reliability involved in using tests to evaluate the abilities of children from linguistically and culturally diverse backgrounds. Suggestions are then given for using existing evaluation techniques to test the English language proficiency of children at kindergarten level. The following are the main points emphasized: (1) keep tests short, (2) keep them simple, (3) keep them pleasant, (4) test in small groups, and (5) tape record all speech samples. Suggestions for testing the recognition of contrastive sounds, grammatical structures, and sound production in English conclude the guide. (TL)
Descriptors: *English (Second Language)/ Grammar/ *Indochinese/ *Kindergarten/ Language Ability/ Language Instruction/ Language Proficiency/ Language Skills/ *Language Tests/ Measurement Techniques/ Preschool Education/ Refugees/ Second Language Learning/ Student Evaluation/ Syntax/ Test Bias/ Test Construction/ *Testing/ Test Validity

ED115621 SP009690
Issues in Assessing Multi-Cultured Youth: Its Implications for Teachers.
Sullivan, Allen R.
Nov 73 19p.; Prepared for the Conference on Competency Based Teacher Education: The Potential for Multi-Cultural Education, Teacher Corps Associates (Madison, Wisconsin, November 1-2, 1973)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
There has recently been an increasing awareness that the United States is a culturally diverse nation. Many people have seen this diversity as a divisive force and have therefore adhered to the melting pot theory. Everyone comes out of a melting pot the same. Consequently, (1) intelligence tests have been devised that are only relevant to the experiences of nonminority children; (2) schools have refused to offer bilingual education to Chinese, Mexican, and other children whose first language is not English; (3) courts have only recently considered offering bilingual translation of court proceedings; and (4) teacher training has rarely included anything that would focus a potential teacher's attention on the needs of culturally different children. In fact, many white teachers come to teaching with unfortunate prejudices against nonwhite children, as was shown by a study in which white female undergraduates consistently gave less praise, encouragement, or attention to black junior high students regardless of whether they had been told these students were gifted or nongifted. Intelligence tests are particularly susceptible to cultural bias; furthermore, they are limited in their ability to assess a child's real potential. The Dove Counter Balance Intelligence Test was created to help psychologists and others think about and design tests that recognize varieties of cultural experience and the different usages of language among different ethnic groups. (An example of this test is included.) (CD)
Descriptors: Acculturation/ *Bias/ *Bilingual Education/ *Cultural Pluralism/ Culture Free Tests/ Discriminatory Attitudes (Social)/ Ethnic Groups/ *Intelligence Tests/ *Test Bias

ED111182# 95 FL007010
Evaluation Instruments for Bilingual Education: An Annotated Bibliography.
Dissemination Center for Bilingual Bicultural Education, Austin, Tex.
Jan 75 125p.
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.
Available from: Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 ($1.50)
Document Not Available from EDRS
This compendium of over 250 evaluation instruments in use by project sites throughout the U.S. is designed to assist bilingual/bicultural educators in locating, developing, or adapting evaluation instruments suitable to local assessment needs. The titles and descriptions of instruments listed are those provided by staff in bilingual/bicultural programs throughout the country. They include commercial and noncommercial sources as well as ESEA Title VII sources. The main arrangement is by topic, and the index provides cross-referencing by title, author, and publisher. Instruments in seven languages other than English are included. These are: French, Spanish, Portuguese, Hebrew, Navaho, Chinese, and Miccosukee. (Author/AM)
Descriptors: Achievement Tests/ *Annotated Bibliographies/ Biculturalism/ *Bilingual Education/ Chinese/ Educational Assessment/ English (Second Language)/ *Evaluation Methods/ French/ Hebrew/ Language Arts/ Language Instruction/ Language Tests/ Mathematics Education/ Navaho/ Norm Referenced Tests/ Portuguese/ Program Evaluation/ Questionnaires/ Science Education/ Spanish/ *Standardized Tests/ Student Evaluation/ Testing/ *Tests
Identifiers: Elementary Secondary Education Act Title VII/ ESEA Title VII/ Miccosukee

ED095569# CS201531
The Development of an Objective Composition Test for Non-Native Speakers of English.
Chance, Larry Lynn
73 133p.; Ph.D. Dissertation, University of Kansas
Available from: University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-12,538, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
The purposes of this study were to see if an objective composition test could be constructed that would correlate positively with grades on written compositions and to investigate the effects of native language background and total language proficiency on written composition skills. The objective composition test that was constructed consisted of 16 items and was administered to 93 students. The correlation of .73 between the objective composition test and written composition grades was significant at the .01 level. Conclusions were that skill in composition appears to be a function of total language proficiency; the scores of the objective composition test and the subtests indicate that the objective composition test measured grammatical correctness and vocabulary in addition to some measures of reading; objective composition tests can be constructed for diagnostic purposes and still correlate positively with actual composition grades; and an objective composition test may be a time saver when the number of students being tested is so large that neither time nor grading assistance makes it possible to have the students write a composition. (Author/RB)
Descriptors: *Composition (Literary)/ Doctoral Theses/ *Educational Research/ *English (Second Language)/ Higher Education/ Language Skills/ *Objective Tests/ *Writing Skills/ Written Language

ED069166 FL003514
Language in American Indian Education: A Newsletter of the Office of Education Programs, Bureau of Indian Affairs, United States Department of the Interior.
Slager, William R., Ed.; Madsen, Betty M., Ed.
Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.; Utah Univ., Salt Lake City.
72 116p.
EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE
This issue of the 1971-72 series of "Language in American Indian Education" contains articles on bilingual education and the testing of language skills. The first, "The Language of the Sioux," is a bibliographic essay dealing with the studies that have been made to date of the Sioux language and its dialects. A Title 7 bilingual education project at Loneman Day School in Oglala, South Dakota, and a Title 1 bilingual education program in the Bethel Agency, Juneau Area, Alaska, are reported. Other articles examine means teachers use to evaluate their students' progress in English. They include: (1) "Testing Language Skills," (2) "Common Errors in Constructing Multiple Choice Items," and (3) "The Language of Tests for Young Children." A section on Indian languages contains a story in Papago and a sample of the Cree materials presently being developed by the Title 7 bilingual project on the Rocky Boy reservation in Montana. An information exchange section concerning Indian education is also included. (RL)
Descriptors: American Culture/ American Indian Culture/ *American Indian Languages/ Bibliographies/ *Bilingual Education/ Cree/ *Educational Programs/ English (Second Language)/ *Language Instruction/ Language Skills/ *Language Tests/ Multiple Choice Tests/ Papago/ Test Construction/ Testing
Identifiers: Sioux

ED060397 AA000990
Early Childhood Programs for Non-English-Speaking Children. PREP-31.
Bernbaum, Marcia
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
72 34p.
Sponsoring Agency: National Center for Educational Communication (DHEW/OE), Washington, D.C.
Report No.: DHEW-(OE)-72-9-PREP-31
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($6 a year; foreign, $1.50 additional. Single Copy: $0.55)
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Research findings on bilingual preschool children (2-1/2 to 6 years of age) and programs are presented. Working definitions are given for some of the terms used in the report. Research findings are divided into four categories: (1) "The Community" focuses on the findings from the fields of social psychology and sociolinguistics; (2) "The Bilingual Child" considers those findings from linguistics and psycholinguistics; (3) "Of Special Interest to Educators" answers some specific questions; and (4) "Testing the Bilingual Preschooler" summarizes several issues associated with assessing to what extent a child is bilingual, and draws attention to possible approaches that may be used to assess the intelligence of a bilingual child. Practical Guidelines for the Teacher and Administrator are given, followed by specific guidelines that relate to the community, the parents, the children, the teacher and her aide, and goals. Examples of existing bilingual preschool programs that fit into one of the four following categories are given: (1) one way: dominant language; (2) one way: bilingual; (3) mixed: dominant language; and (4) mixed: bilingual. Additional sources of information on bilingual programs and teaching aids are presented in two categories: Handbooks and Teaching Aids, which are for use in Spanish-speaking or Indian-speaking classes. A bibliography concludes the report. (DB)
Descriptors: Annotated Bibliographies/ Bibliographies/ Bilingualism/ *Bilingual Students/ Community Influence/ *Early Childhood Education/ *English (Second Language)/ Guidelines/ Instructional Aids/ Language Research/ Literature Reviews/ Navaho/ *Non English Speaking/ *Preschool Children/ Psycholinguistics/ Resource Materials/ Social Psychology/ Sociolinguistics/ Spanish Speaking/ Teaching Guides/ Testing
Identifiers: PREP/ PROJECT HEAD START/ *Putting Research into Educational Practice

ED026649# AL001751
A Comparison of Translation and Blank-Filling as Testing Techn.ques.
Pickett, G.D.
English Language Teaching, v23 n1 Oct 1968
Oct 68 6p.
Available from: Subscription Department, Oxford University Press, Press Road, Neasden, London, NW10, England (Single issues 5s).
Document Not Available from EDRS.
The experiment described here was designed to find out which of two methods of testing--blank-filling and translation--gave the more accurate guide to linguistic ability. Two tests were devised to elicit identical correct answers using different means (blank-filling and translation). They were administered to two different classes of Guinean lycee pupils, who were not given notice, or told that the two tests were the "same." To offset the possibility of memory interference with the second test, given one week after the first, the translation was given to Class A first but to Class B second. The results of the tests were plotted on the same graph as the half-year results which had been established as standard for classroom work. From the graphs it was determined how far each pupil had deviated from his half-year standard in each test. The translation scores were roughly twice as near to the half-yearly scores as those of the blank-filling test. Blank-filling, the author contends, cuts down the risk of making mistakes because it aims to test only a very narrow slice of language. He suggests a more thorough exploration of the use of translation as a testing technique. (AMM)
Descriptors: *English (Second Language)/ *Language Tests/ Objective Tests/ *Testing/ Test Reliability/ *Translation
Identifiers: Blank Filling

Chapter 8. Culture and Bilingual Education

Some Questions You Should Ask

1. Should consideration of the culture (or cultures) that go with a language be a part of the bilingual curriculum? Why or why not?

2. How can the lack of cultural considerations affect a student's self-concept?

3. Should your community be aware of the extent to which biculturalism is a part of your school's curriculum?

4. How can you utilize the cultural resources in your community to enhance your curriculum?

5. How do the concepts of ''biculturalism'' and ''multi-culturalism'' differ? What is your attitude, your students' attitudes, the parents' attitudes, and the community's attitude toward each concept?

6. How is your students' cultural heritage similar to or different from other cultures in your community?

Chapter 8. Culture and Bilingual Education

EJ192631 FL511774
Biculturalism: Some Reflections and Speculations.
Paulston, Christina Bratt
TESOL Quarterly, v12 n4 p369-80 Dec 1978 Dec78
Reprint: UMI
Language: ENGLISH
This paper explores the process and characteristics of becoming bicultural. The basic argument is that becoming bicultural is an eclectic process, which results in an idiosyncratic mixture of the two cultures with one basic "cultural competence," but with two sets of "socio-cultural performance." (Author/CFM)
Descriptors: *Acculturation/ Affective Behavior/ Behavior Patterns/ *Biculturalism/ Bilingual Education/ Bilingual Students/ *Bilingualism/ Cognitive Processes/ Cultural Awareness/ Cultural Background/ Cultural Education/ Cultural Factors/ Cultural Interrelationships/ Culture Conflict/ *Sociocultural Patterns
Identifiers: *Cultural Competence

EJ182521 UD506202
"Relational Bilingualism"--A New Approach to Linguistic-Cultural Diversity and a Mexican-American Case Study
Ornstein, Jacob
Ethnicity, 5, 2, 148-66 Jun 78
The notion of "relational" bilingualism is a construct based on the possible relationships of the bilingual-bicultural status to demographic, sociological, psychological, educational, and other societal variables. (Author/AM)
Descriptors: *Biculturalism/ *Bilingualism/ *Mexican Americans/ *Measurement Techniques/ *College Students/ *Sociolinguistics/ Case Studies/ Linguistics/ Higher Education / Cultural Pluralism
Identifiers: *Texas (El Paso)

EJ180558 TM503230
Language and Bicultural Education
Spolsky, Bernard
Educational Research Quarterly, 2, 4, 20-5 W 78
Reprint Available (See p. vii): UMI
Bilingual and bicultural or multicultural educational programs involve economic and political issues that should be answered affirmatively and with respect for the informed decisions of the local community. Schools unfortunately may have more power to destroy than to enhance minority cultures. (CTM)
Descriptors: *Bilingual Education/ *Cultural Pluralism/ *American Culture/ *Biculturalism/ *Language Instruction/ *School Role/ English (Second Language)/ Ethnicity/ Elementary Secondary Education/ Foreign Countries

EJ174155 RC502688
Culture in the Bilingual-Bicultural Curriculum
Sancho, Anthony R.
NABE: The Journal of the National Association for Bilingual Education, 1, 3, 55-8 May 77
The creation of a more humanized classroom and the inclusion of the intangible elements of culture into the total instructional design will expand the viability of bilingual-bicultural education to a new level. However, culture cannot be an isolated component of the curriculum, but rather an integrated part of the total thrust. (NQ)
Descriptors: *Bilingual Education/ *Curriculum Enrichment/ *Integrated Curriculum/ *Culture/ *Teaching Methods/ Teacher Role/ Cognitive Style/ Student Motivation
Identifiers: *Bicultural Education

ED184780 RC011962
Core Curriculum in a Multicultural School: Strategies for Multicultural Education in the Middle School.
Cunningham, M. E.
79 10p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Geographic Source: Mexico
The American School in Mexico City is a multicultural school drawing its students from the upper middle class with a pupil population of about 40% United States citizens, 40% Mexican, and 20% other nationalities. Admission is based on language proficiency, scholastic achievement, and ability to pay. The school admits monolingual Spanish speakers at kindergarten level only and provides a two- to three-year program of total immersion to prepare them to read in English at first grade. All through the elementary program, there is a half day of Spanish and a half day of English with course content taught in both languages. The middle school features a core curriculum combining social studies and English and incorporating the multicultural backgrounds of the students. At all levels, teaching strategies are based on recognition and appreciation of the students' cultural characteristics and differences. Family roles, community requirements, work ethics, student-teacher roles, and school attitudes are among the cultural variables taken into account in planning curriculum and teaching methods. Although the general goals of bilingualism may be similar in Mexico and the United States, bilingual programs in the two countries are different--largely because English, in Mexico, is an elite study. (JH)
Descriptors: Biculturalism/ *Bilingual Education/ *Core Curriculum/ Cross Cultural Training/ Cultural Education/ *Cultural Influences/ Elementary Education/ Integrated Curriculum/ Middle Schools/ *Multicultural Education/ Private Schools/ Program Descriptions/ *Second Language Learning/ *Spanish Speaking/ Teaching Methods
Identifiers: *Mexico

ED184751 RC011927
Selected Readings in Multicultural Education. The New Mexico Highlands University Multicultural Education Series.
Valencia, Atilano A., Ed.
New Mexico Highlands Univ., Las Vegas.; New Mexico Highlands Univ., Las Vegas. Media Materials Center.
Mar 74 40p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English/ Spanish
Geographic Source: U.S./ New Mexico
One in a series on cultural pluralism and multicultural education, this collection of 10 brief articles focuses on bilingual education with much of the material specific to Spanish-English programs. Dennis Wilson discusses Indian self determination and the task of preserving Indian culture while solving contemporary Indian problems. Lorenzo Gonzalez contributes two articles in Spanish; one depicts the Chicano as unique representative of both Latin and Anglo culture and urges complete bilingualism; the second is a collection of folk wisdom. Three articles by Atilano Valencia discuss bilingual education models, training for bilingual teachers, and the need for school and community commitment if bilingual education programs are to be successful. Cecilio Orozco describes and critiques three bilingual program models. David Conde reviews the history of bilingual education and points out the overall failure of compensatory bilingual programs; he emphasizes the need for education that considers the socio-cultural characteristics of the students and their community. Dolores Gonzalez discusses cultural pluralism and the elementary school curriculum and describes the inservice teacher training necessary to implement an innovative bilingual-bicultural program. A children's story by Julia Sanchez tells of an Anglo boy's first visit with a Chicano family and his introduction to a new language and new customs. (JH)
Descriptors: American Indians/ *Biculturalism/ *Bilingual Education/ Bilingual Students/ Bilingual Teachers/ *Cultural Education/ *Cultural Pluralism/ Curriculum Enrichment/ Elementary School Curriculum/ Folk Culture/ *Mexican Americans / *Multicultural Education/ Non English Speaking/ Second Language Learning/ Spanish Speaking
Identifiers: Chicanos/ Riddles

ED184367 FL011172
Culture Capsules: A Route to Biculturalism.
Gonzales, Phillip
79 27p.; Paper presented at the NCSS Conference (Portland, Oregon, November, 1979).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Geographic Source: U.S./ Washington
Biculturalism is considered a necessary curricular component in bilingual education. In the attempt to meet this challenge, schools often adopt a combination of cultural curriculum models currently available. While these models have intellectual advantages, they lack inclusion of affective considerations. The bicultural approach, on the other hand, actively and directly familiarizes students with the attitudes, value systems, communication styles, and thinking and behavioral patterns consistent with and necessary for the development of bicultural abilities. "Culture Capsules," or minidramas portraying actual or potential real life situations, are a strategy designed to assist teachers facilitate the development of biculturalism. The rationale behind them is: (1) teachers and other school personnel must be cognizant of the nature of culture and biculturalism; (2) they need to realize the basis for conflicts that may occur between culturally divergent groups; and (3) they need to be familiar with the process of operationalizing an atmosphere required in fostering biculturalism. Three sample culture capsules designed for use at three different educational levels are presented. The objectives, uses, types of problems that are suitable for such capsules, adjustment of the capsule to participants' needs, and the components of a capsule are discussed. (AMH)
Descriptors: *Biculturalism/ *Bilingual Education/ Bilingualism/ Class Activities/ Cross Cultural Training/ Cultural Activities/ Cultural Awareness/ *Cultural Differences / *Cultural Education/ Culture/ Elementary Secondary Education / English (Second Language)/ *Group Activities/ Minority Groups/ Multicultural Education/ Postsecondary Education/ Role Playing/ Second Language Instruction/ Sociocultural Patterns/ *Teaching Guides

ED162233 CG012987
Culture & Clay: The Reshaping of an Educational System.
Levy, Linda Jean
Mar 78 13p.; Paper presented at the Annual Meeting of the American Orthopsychiatric ; May be marginally legible due to print quality
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Language: English
Geographic Source: U.S./ Arizona
The validity of Bilingual Education in a multi-cultural preschool setting is examined and supported. Further, a discussion of how mental health may be linked to the recognition of a child's native language, in his aquisition of a positive self-concept, is delineated. Additionally, theoretical information is supported by a survey completed in 1976, with specific reference to cultural values and their effect on education and language learning. Conclusively, teacher attitudes play a major role in a child's acquisition of a healthy self-concept; therefore, curricular inclusion and consideration of language and ethnicity will positively affect the overall learning process. (Author)
Descriptors: Biculturalism/ *Bilingual Education/ *Culture Conflict/ *English (Second Language)/ Learning Processes/ *Mental Health/ *Mexican Americans/ Preschool Curriculum/ Preschool Education/ *Second Language Learning/ Self Concept/ State of the Art Reviews/ Teacher Attitudes

ED161277 FL009792
Culturally Responsive Early Childhood Education Programs for Non-English Speaking Children.
Escobedo, Theresa Herrera
California State Univ., Los Angeles. National Dissemination and Assessment Center.
Apr 78 35p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Available from: National Dissemination and Assessment Center, 5151 State University Drive, King Hall C2094A, Los Angeles, California 90032
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Language: English
Geographic Source: U.S./ California
Government: State
Culturally responsive programs incorporate the child's native language and cultural knowledge as part of the curriculum. In addition they consider the child's development in terms of relationships among self-concept, culture and achievement. While it has been established that self-concept and ability to achieve influence one another, the way in which bilingual/bicultural programs affect the cultural knowledge and self-concept of children is an area yet to be revealed. A review of some Head Start and Follow Through curriculum models and the degree to which they can be considered culturally responsive presents a general view of alternative approaches in early childhood education. This study led to the tentative conclusion that the cognitive developmentalist Responsive Environment Model and the eclectic Bilingual Early Childhood Program met the criteria set for culturally responsive programs. Although information on early childhood bilingual education programs is difficult to locate, available data on six such projects currently in operation revealed varying degrees of cultural responsiveness. Present research and comparision of programs relative to effectiveness with the general preschool population indicated that no single program is generally superior. It is concluded that further empirical research is required to determine the effectiveness of different approaches and the extent to which culturally bound cognitive styles exist in non-English speaking children. (AMH)
Descriptors: Academic Achievement/ *Biculturalism/ *Bilingual Education/ Bilingualism/ Bilingual Students/ *Child Development/ Cognitive Style/ Cultural Awareness/ *Cultural Background/ Cultural Education/ Curriculum Research/ *Early Childhood Education/ Educational Philosophy/ Elementary Education/ English (Second Language)/ Ethnicity/ Language Instruction/ Language Programs/ Learning Theories/ Literature Reviews/ Methods Research/ Non English Speaking/ *Program Effectiveness/ Second Language Learning/ Self Concept/ Teaching Methods
Identifiers: *Culturally Responsive Programs

ED156386 RC010576
The Multiethnic Dimension of Bilingual-Bicultural Education.
Garcia, Ricardo
May 78 12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Currently bilingual and multiethnic instruction, which are emerging as highly significant educational thrusts, are not disparate forces. Since both promote ethnic pluralism, the difference between them is one of degree rather than kind. This difference can be modified by adding a multiethnic dimension to bilingual-bicultural education, thereby permeating it with multiethnic experiences. In this conceptual framework, bilingual-multiethnic instruction can minimize the severity of the transition Mexican American students experience when beginning school because it reflects the student's home environment and culture which are mediated through the student's dominant language. Also this framework serves to expand the student's ethnic perspective with intragroup and intergroup diversity strands. The intragroup diversity strand exposes students to the human, ethnic, and racial diversity of the Mexican American culture, while the intergroup diversity strand exposes them to the human, racial and ethnic diversity existent in American society. In this framework, the Mexican American culture should be the base of the bilingual-bicultural program, mediated through the student's dominant language. Also the study of Mexican American culture should be expanded to teach students its intragroup diversity, while the study of Anglo American culture should be expanded to teach students the intergroup diversity of American society. This paper also lists 20 resources suggesting ways and means by which a multiethnic dimension can be utilized by bilingual-bicultural programs. (Author/NQ)
Descriptors: *Bilingual Education/ *Cross Cultural Training/ Cultural Education/ Cultural Pluralism/ *Educational Alternatives/ Educational Resources/ *Educational Theories/ Intergroup Education/ *Mexican Americans/ *Models
Identifiers: Bicultural Education/ *Multicultural Education

ED151430 UD017322
Multicultural Education: An Annotated Bibliography.
Cardenas, Jose A., Comp.
Intercultural Development Research Association, San Antonio, Tex.
Apr 76 35p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Contract No.: 300-75-0324
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
This classified, annotated bibliography of recent works on multicultural education was compiled from an ERIC computer search and from manual searches at various university libraries. Each reference is listed in one of eight topical areas. These include: bibliographies on multicultural education; rationale and theory; program strategies; models; curriculum development; teacher education and training; community involvement; and evaluation and testing. Citations are accompanied by brief (usually under 100 words) annotations. (GC)
Descriptors: *Annotated Bibliographies/ *Bilingual Education / Community Involvement/ *Cultural Education/ *Curriculum Development/ Educational Strategies/ *Minority Group Children/ Models/ Program Evaluation/ *Second Language Learning/ Teacher Education
Identifiers: *Multicultural Education

ED128472 UD016151
Innovative Approaches to Multi-Cultural Programming. Multilingual Monographs No. 001.
Balasubramonian, K.; Frederickson, C.
Chicago Board of Education, Ill. Dept. of Research and Evaluation.
Feb 76 20p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
A well planned multicultural program can benefit every child within the school setting. A multicultural curriculum incorporates a systematic group of courses or sequence of subjects using text books, resource books, and other instructional tools that are appropriate and have no stereotyping and misconceptions. Instruction centers around the individual needs of students and, because of the wide range of abilities among children at all grade levels, the curriculum and approach are modified to meet varied needs. The advantage of a multicultural program is that it can avoid the risk of ethnocentrism and provide for the self-worth of each individual in the student population. Since language and culture are inextricably related, appropriate curriculum materials should be developed for the areas of language and cultural development. Within the framework of multilingual education, there are many possibilities for a multitude of programs and approaches, all of which require different strategy models. There are many types of bilingual education and many types of language situations with different linguistic cultural aims and objectives. What are needed, therefore, are descriptions of different types of bilingual alternatives to be adopted by local educators, considering the appropriate community, family, and school contextual settings. (Author/AM)
Descriptors: *Bilingual Education/ Bilingualism/ Change Strategies/ *Conceptual Schemes/ Cultural Background/ Cultural Context/ Cultural Differences/ Cultural Environment/ Cultural Interrelationships/ *Cultural Pluralism/ *Curriculum Design/ Curriculum Development/ Curriculum Planning/ *Educational Strategies/ English (Second Language)/ *Ethnic Groups/ Instructional Innovation/ Minority Groups/ Models
Identifiers: Cultural Democracy

ED100161 FL006509
A Design for Bilingual/Bicultural Education: A Process for Cultural Pluralism.
Mazon, Manuel Reyes
San Diego State Univ., Calif. Inst. for Cultural Pluralism.
Mar 72 25p.
EDRS Price MF-$0.76 HC-$1.58 PLUS PDSTAGE
A design for bilingual/bicultural education should begin with the assumption that cultural, racial, and linguistic differences are an integral and positive part of American society. School districts that want federal assistance in bilingual/bicultural programs should be able to demonstrate a commitment to this philosophy. Program planners should anticipate variation not only among different ethnic groups, but also within any one group, such as differences in performance levels. Particular programs of bilingual/bicultural education, since they are targeted to a given group, should not be assumed to have generality across other ethnic groups. The training of bilingual/bicultural personnel involves capabilities not only for dealing with the primary languages of the children, evaluating their performance in both languages, and adapting teaching methods according to the children's background, but also for developing a range of insights regarding the children's cultural background. A vital component of any bilingual/bicultural program is the capability for self-evaluation. This design proposes that the logic of discrepancy analysis be applied so that programs can constantly be held accountable not only for the attainment of their stated objectives but also for their schedule for achieving them. No such evaluation can be carried out adequately without the participation of trained evaluators who by membership in the subcultural group will be its most accurate observers. (Author/KM)
Descriptors: Biculturalism/ *Bilingual Education/ Cultural Background/ *Cultural Pluralism/ Ethnic Groups/ *Evaluation Methods/ *Program Design/ Program Evaluation/ Program Planning / Teacher Attitudes/ *Teacher Education

ED083613# CS200764
The Concept of "Culture" in the Curriculum of Second Language Teaching.
Miller, Helen Nagtalon
72 188p.; Ph.D. Dissertation, The Ohio State University
Available from: University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-2076, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
The purpose of this investigation was to show that many of the problems concerning the teaching of culture in the curriculum of second languages are conceptual problems (based on one's understanding of the meanings and definitions involved) and that in order to improve the curriculum of second languages, teachers need to have a background in philosophical analysis, so that problems that arise from a misuse or misunderstanding of language in the discussion of culture can be clarified before commitments are made to particular educational programs. Findings indicated (1) definitions play an important role in causing misunderstandings about the concept of culture; (2) many of the publications on culture in second language teaching are suggestions or programs for teaching culture rather than a clarification of the concept; (3) writers of textbooks and articles on culture often assume that the concept is evaluative rather than descriptive; (4) there is a tendency to treat the refinement and social science sense of culture as opposing meanings instead of arbitrary divisions; and (5) decisions affecting programs on the teaching of culture are value decisions. (Author/HOD)
Descriptors: *Conceptual Schemes/ *Cultural Education/ Culture/ *English (Second Language)/ Investigations/ *Second Language Learning/ *Teaching Methods

ED030342 FL001349
B.O.L.D.: Bicultural Orientation and Language Development.
Spencer, Maria Gutierrez
American Association of Teachers of Spanish and Portugese.
28 Aug 68 9p.; Paper presented at the National Convention of the American Association of Teachers of Spanish and Portuguese (50th, San Antonio, Texas, August 28, 1968)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Described, in detail, in this speech is the implementation of the Silver City, New Mexico elementary school program to stress bicultural orientation and linguistic development. After brief introductory remarks concerning the identification of the bilingual problem and language teacher responsibility for initiating new bilingual educational programs, there are discussions of (1) program planning, (2) the development of awareness and support at administrative, staff, and community levels, (3) instructional aids and materials, and (4) program design. Reproduced for reference is a memo from the Spanish teachers designed to enlist the support of their fellow-teachers by making them cognizant of the bilingual instruction rationale. (AF)
Descriptors: *Bilingual Education/ Bilingual Schools/ Bilingual Students/ Bilingual Teachers/ Cross Cultural Training/ Cultural Awareness/ Cultural Pluralism/ *Educational Needs/ Elementary School Curriculum/ Instructional Aids/ Instructional Materials/ Language Development/ Language Teachers/ *Mexican Americans/ *Program Descriptions/ Program Design/ *Program Development/ Program Planning/ Spanish Speaking
Identifiers: New Mexico/ Silver City

Part Three consists of the following chapter:

9. Programs, Curriculum and Instruction for Native Americans

Bilingual education and Native Americans is a separate part of this guide because most bilingual programs in Montana are designed to serve Native American students.

It is notable that a large portion of the information about Native American bilingualism pertains either to the Navaho or to cultural and tribal groups not native to Montana. Nevertheless, some of that information is cited in this guide under the premise that some concerns of particular tribes are of interest to Native Americans generally.

Part III. Bilingual Education and Native Americans

Chapter 9. Programs, Curriculum and Instruction for Native Americans

Some Questions You Should Ask

1. Which personnel in your school are (or should be) knowledgeable about tribal history and culture? What can (or should) you do to increase this awareness?

2. What has been the United States Government's policy toward bilingual education of Native Americans? How has this policy changed over the years? What is it now?

3. Should efforts be made to develop a written form for Native American languages that do not presently exist in writing?

4. If your language is written, how and when should its orthography be introduced to your students?

5. In which language should bilingual children first be taught to read?

6. What value systems have your students been exposed to? How is the Native American (or tribal) value system different from or similar to the value system they are likely to encounter in school or in the dominant society?

Chapter 9. Programs, Curriculum and Instruction for Native Americans

EJ182554 UD506235
Indian Education: Why Bilingual-Bicultural?
Lawerence, Gay
Education and Urban Society, 10, 3, 305-20 May 78
Reprint Available (See p. vii): UMI
Today, Native Americans rank lowest in every measure of health, income, schooling, and achievement. A separate amendment to the Title VII Act is needed for bilingual-bicultural education for American Indian children based upon the unique status of the Indian peoples in order to improve this situation. (Author/GC)
Descriptors: *American Indians/ *Biculturalism/ *Bilingual Education/ *Educational Needs/ *Educational Opportunities/ *Historical Reviews/ American Indian Culture/ American Indian Languages/ Elementary Secondary Education

EJ181715 FL511239
American Indian Bilingual Education
Spolsky, Bernard
Linguistics, 198, 57-72 Oct 77
Reprint Available (See p. vii): UMI
Current trends in American Indian bilingual education are discussed. An overview of American Indian bilingual programs is presented. The model utilized shows the range of variation in situation, programs and goals. (HP)
Descriptors: *Language Maintenance/ *Bilingual Education/ *American Indians/ *Sociolinguistics/ *Educational Policy/ *Language Programs/ Bilingualism/ Biculturalism/ Cultural Pluralism/ American Indian Languages/ Models

EJ091087 CS700583
Conservation and Reading Achievement of Second Grade Bilingual American Indian Children
Brekke, Beverly; Williams, John D.
Journal of Psychology, 86, 65-69 Jan 74
The results of this study question the usefulness of the Draw-A-Man Test as a measure of intelligence for the bilingual child. (TO)
Descriptors: *Reading Achievement/ *Intelligence Tests/ *Bilingual Students/ *American Indians/ *Conservation (Concept)/ Grade 2/ Disadvantaged Youth/ Socioeconomic Status

EJ089449 EA504466
The Renaissance of Indian Education
Rosenfelt, Daniel M.
Inequality in Education, 15, 13-22 Nov 73
Discusses the practical considerations that face Indian communities as they begin to move toward transforming the rhetoric of "Indian control" into the reality of quality education. (Author)
Descriptors: *American Indians/ *Community Control/ *Citizen Participation/ *Bilingual Education/ *Federal Programs/ Elementary Schools/ Secondary Schools
Identifiers: Indian Schools

EJ047660 UD500999
Teaching English to American Indians
Hopkins, Thomas R.
English Record, 21, 4, 24-31 Apr 71
Reviews briefly the history of Federally administered Indian education and advocates that bilingual education became a basic assumption in the process of teaching English to American Indians. (JM)
Descriptors: *American Indians/ *Bilingual Education/ Bilingual Students/ Curriculum Development/ *Educational History/ Educational Policy/ *English (Second Language)/ *Federal Government/ Language Instruction/ School Community Relationship

EJ039588 RC500572
Bilingual and Bicultural Indian Education in Montana
Chesarek, Rose; And Others
Northian, 7, 4, 1-3 Win 71
Descriptors: *American Indians/ *Biculturalism/ *Bilingual Education/ *Educational Practice/ *Language Development/ Reservations (Indian)
Identifiers: Crow Indians

EJ017008 AA505655
Indian Education--A National Disgrace
Fischer, George D.; Mondale, Walter F.
Todays Educ, 59, 3, 24-7 70 Mar
Descriptors: *American Indians/ *Bilingual Education/ *Cultural Differences/ *Educational Problems/ *Improvement Programs

ED171508 RC011445
Handbook. American Indian Bilingual Education Center.
New Mexico Univ., Albuquerque. Coll. of Education.
79 56p.
Sponsoring Agency: Office of Bilingual Education (DHEW/OE), Washington, D.C.
Grant No.: G00784907
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Geographic Source: U.S./ New Mexico
As part of the National Network of Centers for Bilingual Education, the American Indian Bilingual Education Center (AIBEC) provides resource and training services for administrators, teaching staff, parents, and others active in all phases of Title VII bilingual education in a region (comprised of New Mexico and parts of Arizona, Utah, and Colorado) in which the principal tribes are Apache, Navajo, and Pueblo. AIBEC also attempts to coordinate Title VII bilingual education activities in regional LEAs, SEAs, and Institutions of Higher Education (IHEs) via a service delivery system which involves: (1) conducting needs assessments and compiling linguistic information; (2) training, technical, and programmatic assistance coordinated with other agencies; (3) pilot testing of instructional materials; (4) a regional communications network; (5) collecting and disseminating American Indian bilingual education materials via the AIBEC Materials Bank; (6) parent training; and (7) comparative analyses and linguistic surveys of major American Indian languages in the region. The Handbook describes the Center's staff and services, and the complete procedures for requesting and receiving AIBEC services, including services provided by consultants. Appendices contain sample request and evaluation forms; lists of regional LEAs, SEAs, and IHEs; and addresses of General Assistance Centers. (SB)
Descriptors: American Indians/ *Bilingual Education/ Consultants/ Elementary Secondary Education/ Federal Legislation/ *Information Dissemination/ Inservice Teacher Education/ *Instructional Materials/ Language Research/ Needs Assessment/ Parent Education/ Pilot Projects/ *Program Coordination/ Resource Centers/ Resource Materials/ *Staff Improvement/ Technical Assistance/ Tribes
Identifiers: *American Indian Bilingual Education Center/ *American Indian Education/ Elementary Secondary Education Act Title VII/ United States (Southwest)/ University of New Mexico

ED167338 RC011238
Approaches to Bilingual/Bicultural Education of the American Indian: A Survey of Periodical Literature, 1967-77.
Paris, Kay C.
Mar 77 25p.; Best copy available
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Language: English
Geographic Source: U.S./ Tennessee
The bibliography lists approximately 300 English language periodical articles dating from 1967 to 1977 that are directly concerned with methods, projects, teacher education, and curriculum developments in bilingual/bicultural education of the American Indian. The entries are organized by topic: General, Federal Guidelines and Funding, Community Involvement, Preparation of Education Personnel, Curriculum and Methods, Testing and Research, and Demonstration Programs. Listed alphabetically by author, the entries include author's name, title, and periodical data. An annotated list of 8 reference sources, with the retrieval terms used in searching each one, is included. (SB)
Descriptors: American Indians/ *Biculturalism/ *Bilingual Education/ Bilingualism/ Bilingual Schools/ Bilingual Teachers / Community Involvement/ Cross Cultural Training/ *Curriculum Development/ *Demonstration Programs/ Educational Research/ Federal Aid/ Federal Government/ Government School Relationship/ Guidelines/ Intercultural Programs/ Multicultural Education/ *Teacher Education/ Teaching Methods/ *Testing
Identifiers: *American Indian Education

ED149918 RC010338
Indian Education: Native Bilingual-Bicultural Education Programs.
Department of Indian Affairs and Northern Development, Toronto (Ontario). Education Div.
76 21p.; In French and English
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Describing and defining bilingual-bicultural education, this brief publication is written to encourage the development of Canada Native Bilingual-Bicultural education programs. Specifically, this publication addresses the following: language needs of native peoples; bilingualism defined (functioning in 2 languages); biculturalism defined (functioning in 2 cultures); bilingual-bicultural education defined; the rationale for initiating bilingual-bicultural education (building upon the child's first learning experience, emphasizing pride in culture, etc.); goals of native bilingual-bicultural education (achievement of oral fluency and literacy in 2 languages; improved achievement rates commensurate with age, ability, and grade level in all subject areas: integrated curriculum experience for language and concept development, social living, mathematics, music, environmental studies, health, safety, and aesthetic appreciation; involvement of teachers and staff members in workshops to expand their knowledge of bicultural concepts; involvement of parents and community members in the planning, identification, and development of the bilingual-bicultural program for their children); that which constitutes a good bilingual-bicultural program (choice of language of instruction, choice of program, appointment of small curriculum committees, a resource center, and specialists); planning and initiating a native bilingual-bicultural program (a current list of Canadian Cultural/Education/Centres is presented). (JC)
Descriptors: Academic Achievement/ American Indians/ *Biculturalism/ *Bilingual Education/ *Canada Natives/ *Definitions/ Educational Needs/ *Educational Objectives/ Planning/ *Program Development/ Synthesis
Identifiers: *Canada

ED149896 RC010294
Recommendations for the Improvement of Science and Mathematics Education for American Indians.
Green, Rayna; Brown, Janet Welsh
American Association for the Advancement of Science, Washington, D.C.
Dec 76 14p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Focusing on three education levels (precollegiate, collegiate, and the graduate and professional levels), the recommendations are based both on "what appears to work" and on "what appears to be worth trying". A fourth group of recommendations is aimed at responsible governmental agencies and professional and other organizations. The recommendations include: that an assessment of science and mathematics education in schools serving Indian students be conducted; essential characteristics of successful approaches to Indian education in these areas be integrated; bilingual techniques must be used where language retention is maximal, especially on the elementary levels; an ethnoscientific approach to teaching high school science be used; concentrated attention should be given to math deficiencies; special programs must be established in fields where they do not now exist, i.e., physical sciences, mathematics, and resources development; greater efforts should be directed at identifying and recruiting Indian students for participation in special programs for minorities in scientific and technical fields; the developing Graduate Centers for Minority Education in Science and Engineering must make sure that they include within their plans, programs and staffing for the special needs of Indian students; adequate financial aid must be available to graduate students; some graduate and professional programs should conscientiously include a multi-cultural focus, specifically an Indian focus, in their training. (NQ)
Descriptors: *American Indians/ Bilingual Education/ Change Strategies/ *Educational Improvement/ *Educational Needs/ Elementary Secondary Education/ Financial Support/ Higher Education/ Institutional Role/ Integrated Activities/ *Mathematics Education/ *Science Education/ Student Recruitment

ED128151 RC009429

Survey of Bilingual Education Needs of Indian Children. Research and Evaluation Report Series No. 36.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Oct 75 34p.

Report No.: RER-36

Contract No.: BIA-C-14-20-0150-1233

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

The survey assessed the bilingual education needs of American Indian children enrolled in Federal Schools, contract schools, or public schools receiving Johnson-O'Malley (JOM) funds. Survey objectives were to: (1) identify total numbers of Indians with bilingual education needs by states, school districts, and Bureau of Indian Affairs (BIA) areas; and (2) gather supplemental data on the number of Indian parents with limited English-speaking ability who would be interested in pursuing a special bilingual program tailored to their needs, the number of teachers and aides needing bilingual education training, the adequacy of and funding sources for existing bilingual education programs, and bilingual program needs regarding the various activities authorized under P.L. 93-380. Questionnaires were distributed to all 494 JOM participating school districts in 23 states and to each BIA Area Office for redistribution to each Federal or contract school under the Area's jurisdiction. Archival information was obtained in some instances through telephone contacts and site visits. A total of 446 schools responded. Findings included: 46,582 Indian children were perceived to have bilingual education needs; the bilingual education needs of 15,255 Indian children were being partially or fully met through existing programs; and there were 42,454 Indian children whose bilingual education needs were not being met. (NQ)

Descriptors: Alaska Natives/ *American Indians/ *Bilingual Education/ Educational Assessment/ Educational Needs/ Elementary Secondary Education/ *Federal Programs/ *Needs Assessment/ *Public Schools/ Questionnaires/ School Funds/ *School Surveys/ Student Enrollment

Identifiers: BIA Schools/ Bureau of Indian Affairs Schools/ Johnson O Malley Act/ JOM

ED128113 RC009349

Language Policy and Indian Education. Research Report.

Parker, Douglas V.

Alberta Northern Development Group, Edmonton.; Alberta Univ., Edmonton.

Apr 75 82p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Any decisions regarding the language of instruction will have long-term effects on the child's life both during and after his school years. Unfortunately, language is only one facet of the total problem. In any discussion of education involving people who are culturally and linguistically different, various factors come into play, factors which enjoy an interlocking type of relationship rendering isolation of a single element difficult. These include language, community, socioeconomic status, as well as parental and community attitudes to education. To some extent it is necessary to deal with these factors in order, ultimately, to be able to make intelligent, informed decisions about language policy in the schools of Northern Alberta. This study reviewed the literature pertaining to the question of whether to begin instruction of elementary school children in English using an English as a second language program or to use the Native language for instruction initially, with English gradually introduced. Topics covered are: place of language in education, factors affecting the choice of language for use in the school, bilingual education models, opinion regarding the language of instruction, factors affecting the bilingual child's education progress, language problems and the school, and language policy and the reading process. It would appear that there is greater long term advantage in beginning the school program in the child's dominant language. (Author/NQ)

Descriptors: *American Indians/ *Bilingual Education/ Cognitive Development/ Community Attitudes/ *Educational Policy/ Elementary Education/ English (Second Language)/ *Language of Instruction/ Language Research/ Language Role/ *Literature Reviews/ Models/ Parent Attitudes/ Reading Instruction/ Socioeconomic Influences

Identifiers: Alberta

ED113093# 95 RC008798
Bilingual and Bicultural Education for American Indians.
Purley, Anthony F.
American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.
74 35p.; For related documents, see RC 008 769-797; RC 008 799-803
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Office of Indian Education.
Contract No.: OE-0-73-7094
Available from: Not available separately, see RC 008 797. ERIC/CRESS. Box 3AP, Las Cruces, NM 88003 (on loan)
Document Not Available from EDRS
Those concerned with American Indian education must recognize the value inherent in revitalization of the fundamental Indian "life" principles. To this end, a critical examination of present Indian bilingual and bicultural programs is sorely needed. To provide a favorable climate for valid research in the evaluation of special programs, highest priority must be given to consideration of: (1) the educability of Indian youth; (2) the misconception of an either/or proposition relative to academic and bilingual education; (3) the lack of a solid foundation in communicative and computative skills as the greatest deterrent to Indian educability; (4) the rigid definitions applied to compensatory program allocations. In response to a felt need for better evaluation of special Indian education programs, the following methodologies are proposed: (1) the systems approach; (2) cost benefit analyses; (3) use of community leader, teacher, and student consultants; (4) periodic self evaluations by school staff and administrators. Recommendations for future bilingual/bicultural programs include research to: (1) develop an accurate picture of the status of such programs; (2) determine the standards of bilingual/bicultural educators; (3) explore the problems of student motivation; (4 evaluate demonstration projects in Indian education resource development and training. (JC)
Descriptors: *American Indians/ Basic Skills/ *Biculturalism / *Bilingual Education/ Community Consultants/ Cost Effectiveness/ *Educational Research/ Elementary Secondary Education/ *Evaluation Needs/ Self Evaluation/ Social Values/ Student Motivation/ Systems Approach/ Teaching Quality
Identifiers: *Indianization

ED104168 FL006830
A Survey of the Current Study and Teaching of North American Indian Languages in the United States and Canada. CAL-ERIC/CLL Series on Languages and Linguistics, No. 17.
Martin, Jeanette
ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
May 75 97p.
Available from: Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209 ($4.00)
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE
This survey attempts to bring together as much information as possible on the current study and teaching of North American Indian languages in the United States and Canada. The primary source of data for this survey was a questionnaire distributed in the spring of 1973 to 61 universities and colleges in the U.S. and Canada. Other sources were publications, conferences, and correspondence with individuals working with these languages. An overview of the study of North American Indian languages is presented first, outlining the contributions of several generations of linguists and leading up to a discussion of the present situation. Some current trends are identified through discussion of a representative group of recently instituted programs. Three appendices present the collected data. Appendix A lists American Indian language courses and other types of programs of 101 universities and colleges in the U.S. and Canada. In Appendix B, materials useful for the study of Amerindian languages are cited. Appendix C indicates persons who are making significant contributions to the study of American Indian languages. Also included are statistics relating to the present number of speakers in the major language groups and the recommendations of the Conference on Priorities in American Indian Language Work, held in Eugene, Oregon, in August 1973. (Author/PMP)
Descriptors: *American Indian Languages/ *Bilingual Education/ Bilingualism/ *College Language Programs/ Higher Education/ Instructional Materials/ *Language Instruction/ Reference Materials/ *Surveys

ED091934 FL006087
Conference on American Indian Languages Clearinghouse Newsletter. Vol. 1, No. 1.
Fidelholtz, James L., Ed.
Jun 72 10p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
This newsletter was begun in an effort to apprise persons, primarily linguists, working with and for the benefit of American Indians of various projects on which other persons in a similar capacity are working. The main areas treated are: (1) the improvement of Indian literacy in their native languages. (2) various efforts to make the expertise developed in Amerindian linguistics available to Indians and teachers of Amerindian languages. The newsletter contains a description of current projects, including Indian language teaching programs and a British Columbian project involved in preserving the languages and oral cultural traditions of the Salish-speaking areas. A list of recent publications and ERIC documents dealing primarily with child language, the teaching of English to American Indians, and bilingual-bicultural education is included. (PM)
Descriptors: American Indian Culture/ *American Indian Languages/ *American Indians/ Biculturalism/ *Bilingual Education/ Child Language/ Educational Programs/ English (Second Language)/ Language Instruction/ Linguistics/ Newsletters/ Second Language Learning

ED075799 CS000499
Teaching Reading to the American Indian.
Rich, Gene
May 73 9p.; Paper presented at the Annual Meeting of the International Reading Association (18th, Denver, May 1-4, 1973)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
The problems of Indian children as students in the educational system, and particularly the problems associated with learning to read, are discussed in this paper. The Indian child is not basically a competitive individual; hence, he cannot understand the traditional classroom's emphasis upon individual achievement. In general, the Indian student is involved in being, not in becoming. Therefore, education as preparation for the future is not a realistic motive for him. Research shows that many Indian children rely heavily on nonverbal means of expression. They must first be taught to speak and read their own language before English language instruction can be successful. The following guidelines are offered as recommendations for those involved with teaching reading to American Indian youth: (1) Identify the basic premises of Indian culture, or any culture, which require an adjustment in the learning setting. (2) Review and apply the teaching strategies which are applicable to the special instructional problems represented by Indian youth. (3) Recognize individual differences among Indian students as well as collective differences between students and majority groups. (4) Facilitate the ultimate goals of self-reliance and self-direction. (Author/TO)
Descriptors: *American Indians/ *Bilingual Education/ Community Involvement/ Individualized Reading/ Parent School Relationship/ *Reading Achievement/ *Reading Instruction/ Reading Materials/ Reading Material Selection/ Self Concept/ *Student Attitudes/ Teacher Aides

ED069166 FL003514
Language in American Indian Education: A Newsletter of the Office of Education Programs, Bureau of Indian Affairs, United States Department of the Interior.
Slager, William R., Ed.; Madsen, Betty M., Ed.
Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.; Utah Univ., Salt Lake City.
72 116p.
EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE
This issue of the 1971-72 series of "Language in American Indian Education" contains articles on bilingual education and the testing of language skills. The first, "The Language of the Sioux," is a bibliographic essay dealing with the studies that have been made to date of the Sioux language and its dialects. A Title 7 bilingual education project at Loneman Day School in Oglala, South Dakota, and a Title 1 bilingual education program in the Bethel Agency, Juneau Area, Alaska, are reported. Other articles examine means teachers use to evaluate their students' progress in English. They include: (1) "Testing Language Skills," (2) "Common Errors in Constructing Multiple Choice Items," and (3) "The Language of Tests for Young Children." A section on Indian languages contains a story in Papago and a sample of the Cree materials presently being developed by the Title 7 bilingual project on the Rocky Boy reservation in Montana. An information exchange section concerning Indian education is also included. (RL)
Descriptors: American Culture/ American Indian Culture/ *American Indian Languages/ Bibliographies/ *Bilingual Education/ Cree/ *Educational Programs/ English (Second Language)/ *Language Instruction/ Language Skills/ *Language Tests/ Multiple Choice Tests/ Papago/ Test Construction/ Testing
Identifiers: Sioux

ED061789 FL002945
Bilingual Education for American Indians.
Rebert, Robert J., Ed.; And Others
Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
71 102p.
Report No.: Curr-Bull-3
EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE
This curriculum bulletin contains articles relevant to problems in bilingual education for American Indians. The first section includes articles presenting a broad view of past and present activities in bilingual education for American Indians and Eskimos. The history of language instruction in American Indian schools and of bilingual education in Bureau of Indian Affairs schools is discussed along with the Bilingual Education Act and its effect on the American Indian. Two statements on bilingualism appear, and a summary of pertinent research in bilingual education is included. Part Two deals with practical aspects and case studies. One article discusses what classroom teachers should know about bilingual education. Three others discuss programs for Navaho children. The final section is a bibliography of approximately 70 books and articles on bilingualism written between 1953 and 1971; some of the more important entries are annotated. One appendix provides a glossary of relevant terms. The second appendix presents some linguistic principles for describing language. (VM)
Descriptors: *American Indians/ Annotated Bibliographies/ Applied Linguistics/ Biculturalism/ *Bilingual Education/ Bilingualism/ Bilingual Schools/ Cross Cultural Training/ Cultural Differences/ Early Childhood Education/ Educational Disadvantagement/ *Educational Policy/ *English (Second Language)/ Eskimos/ Federal Government/ Kindergarten/ Language Planning/ *Language Programs/ Navaho/ Second Language Learning
Identifiers: *Bureau of Indian Affairs

ED057953 RC005824
Evaluation of Research on Bilingual Education for American Indians. A Position Paper.
Spolsky, Bernard
Apr 70 13p.
Sponsoring Agency: Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Successful bilingual programs depend on some understanding of the language situation involved, the possible strategies of bilingual education, the effects of these strategies, the assessment of community desires, the best ways to find and train teachers, the method of evaluating curriculum, the effect of learning styles, and the possibilities of bilingual curriculum development. The evidence on each of these issues is limited for bilingual education in general but is even more limited in the case of American Indian education. The development of viable bilingual education programs for Indians requires a number of studies: (1) a language census; (2) a major study or series of studies of the effect of various patterns of bilingual education; (3) a study of the effect of community involvement in bilingual education programs; (4) a study of the effectiveness of various patterns of teacher and assistant preparation and cooperation; (5) research projects concerned with belief systems, language use and function, and language acquisition and direct studies of learning styles; and (6) studies of the problems of developing curriculum in Indian languages. (JH)
Descriptors: *American Indians/ *Bilingual Education/ Community Involvement/ Curriculum Development/ *Language Role/ *Program Development/ Program Evaluation/ *Research Needs/ Teacher Qualifications

ED054883 RC005526

Bilingual/Bicultural Education -- An Effective Learning Scheme for First Grade and Second Grade Spanish Speaking, English Speaking, and American Indian Children in New Mexico.

Valencia, Atilano A.

Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Aug 71 134p.

EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE

The 1970-71 evaluation of the Grants, New Mexico, Bilingual Education Project is reported through narrative description of tests administered and their results, statistical findings from analyses of variance or covariance of test results, and conclusions and recommendations based on test results. In the evaluation, the 147 students in the experimental and the 35 students in the control group--representing 6 schools and 4 language references (Keresan, English, Spanish, and Navajo)--were given various tests for which a pre-test/post-test measure was used to ascertain significant experimental group gains over an 8-month period: the Southwestern Cooperative Educational Laboratory Test of Oral English Production; the California Achievement Test; the Test of Basic Experiences (a Spanish-language instrument measuring concept comprehension in science, social studies, and mathematics); the Caldwell Test (a Spanish-language instrument for measuring a child's ability to provide responses about himself and his role activities); and the author's Cultural Sensitivity Instrument (a pictorial and manipulatory measure of perceptions and attitudes concerning Anglo Americans, American Indians, and Mexican Americans). Also, a questionnaire was designed and administered to ascertain perceptions and attitudes of school personnel about the bilingual program components. There are 24 tables. (BO)

Descriptors: Achievement Tests/ *American Indians/ Anglo Americans/ Attitude Tests/ Biculturalism/ *Bilingual Education / English (Second Language)/ Grade 1/ Grade 2/ *Mexican Americans/ *Primary Grades/ *Program Evaluation/ Spanish Speaking/ Standardized Tests

Identifiers: New Mexico

ED053603 FL002458

Teaching English to American Indians.

Hopkins, Thomas R.

New York State English Council.

English Record, v21 n4 p24-31 Apr 1971

Apr 71 8p.; Special Anthology Issue and Monograph 14

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

English language instruction in schools for American Indians has progressed from the era when there was an effort to eliminate tribal languages and replace them with English. From 1932 until recently tribal languages were encouraged, but the emphasis was on English. During the past four years, bilingual education has emerged. There has been significant activity in curriculum development, in testing English as a second language, and in research. In the United States and Canada, the trend seems to be toward use of the native language as well as learning a second language. It is unfortunate that bilingual education has not been a basic element in language learning; in addition to providing instruction in the native language, it develops dignity in the child. The elimination of the American Indian languages would be a great loss. (VM)

Descriptors: *American Indians/ *Bilingual Education/ Cross Cultural Training/ *Curriculum Development/ *Educational Policy/ English (Second Language)/ Eskimos/ French/ Language Instruction/ Minority Groups/ Navaho/ Second Language Learning / Test Construction

Identifiers: *Bureau of Indian Affairs

ED045980 AL002706
English for American Indians.
Slager, William R., Ed.; Madsen, Betty M., Ed.
Utah Univ., Salt Lake City.
70 96p.; A Newsletter of the Office of Education Programs, Bureau of Indian Affairs, United States Department of the Interior
Sponsoring Agency: Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE
The present issue of "English for American Indians" follows the format and approach of the Spring 1970 issue. (See ED 040 396.) In the lead article, Evelyn Hatch surveys some of the research in first language acquisition and points out its implications for second language teaching. Her main thesis is that with the best of intentions, teachers often insist that children in English-as-a-second-language classes achieve a mastery of certain structures that is beyond the mastery achieved by "advantaged" middle class children who speak English natively. Following her article, she reviews three new books on child language. Bilingualism is the subject of most of the items included in "Information Exchange," which describes important surveys of the field, discusses the need for bilingual programs and presents a definition of their structure, and reports on individual programs for American Indian children. A special section of "Information Exchange" deals with the American Indian languages themselves, with maps, lists of the most widely spoken Indian languages and Summer Institute of Linguistics linguists working on them, and a brief report of a study of social factors involved in Shoshoni dialect variation. Two sets of materials are worked on: the CITE materials for Navajo children, and the Michigan Migrant Workers Council materials for Spanish-speaking children. (AMM)
Descriptors: American Indian Languages/ *American Indians/ Annotated Bibliographies/ *Bilingual Education/ Bilingual Students/ *Child Language/ Dialect Studies/ Disadvantaged Youth/ Instructional Materials/ *Language Instruction/ Navaho/ Second Language Learning/ Spanish Speaking
Identifiers: Shoshoni

ED044205 RC004767
The Extent of Bilingualism Among the Crow and the Northern Cheyenne Indian School Populations, Grades One Through Twelve. A Study.
Dracon, John
Mar 70 32p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
The research was conducted in the schools on or near the Crow and the Northern Cheyenne Indian reservations in Montana during October of 1969. All the students, both Indian and white, grades 1 through 12, were involved in the study. Some 2020 Indian students, out of a combined student enrollment of 3626, were assessed as to their bilingual characteristics by interpreters who asked general questions of the Indian students in the Indian languages. Responses were listened to, and recommendations were made to the assessors. It was determined of the 1102 Crow students examined, 82% spoke Crow as a primary language, 8% spoke Crow as secondary language, and 10% spoke only English. Of the 730 Cheyenne students examined, 55% spoke Cheyenne as a primary language, 18% spoke Cheyenne as a secondary language, and 27% spoke only English. The appendix contains enrollment figures and language characteristics by individual school and reservation. (LS)
Descriptors: *American Indians/ *Bilingualism/ Cultural Factors/ Elementary School Students/ Enrollment/ *Language Proficiency/ *Research/ Secondary School Students/ *Tables (Data)
Identifiers: *Montana

ED031318 32 RC003043
A Kindergarten Curriculum Guide for Indian Children: A Bilingual-Bicultural Approach.
National Association for the Education of Young Children, Washington, D.C.
Sep 68 145p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.
EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE
A bilingual and bicultural approach is presented for teaching Navajo Indian students by enhancing and utilizing the familiar while broadening and enriching the students' experiences related to the larger American culture. Information is given on the significance of early learning, physical and mental aspects of the five year old, articulation of early childhood experiences, and the role of the staff in early education. Curriculum experiences are outlined for language and concept development, social living, mathematics, music, natural and physical concepts, health and safety, foods, and aesthetic appreciation. The importance of the supportive services and parental and community involvement in the kindergarten program are also emphasized. The appendices and bibliography include enrichment materials, guidelines for space utilization and equipment requirements, and examples of forms and materials. (DK)
Descriptors: *American Indians/ *Bilingual Education/ Course Content/ *Cultural Interrelationships/ Culturally Disadvantaged/ *Curriculum Guides/ Curriculum Planning/ Early Childhood Education/ Early Experience/ English (Second Language)/ Enrichment Experience/ *Kindergarten/ Navaho/ Parent Participation/ Preschool Curriculum/ Preschool Education/ Preschool Programs/ Socially Disadvantaged
Identifiers: *Navajos

ED030089 AL001769
Bilingual Education in BIA Schools.
Bauer, Evelyn
Mar 69 16p.; Paper given at Third Annual TESDL Convention, Chicago, Illinois, March 5-8, 1969.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
The author examines the "most promising" approach to educating American Indian students--bilingual education, which uses some combination of the student's mother tongue and English to transmit academic content and to foster the child's development in both languages. Interest in bilingual education, or at least in the inclusion of mother tongue in BIA (Bureau of Indian Affairs) schools goes back to the late thirties. A simplified Navajo alphabet was developed; a pre-primer, primer, and first reader in English and Navajo were written and used in reservation schools. Other materials in Navajo--technical programs for adult education, a newspaper and dictionary--were followed by bilingual texts in Hopi and Sioux. English-Spanish texts were also prepared, in response to requests from Pueblo and Papago leaders. (It was assumed in using these texts that reading and writing would be taught first in the child's mother tongue, and written English taught only after control of oral English had been achieved.) The "Five-Year Program," begun in the mid-forties by the BIA; ongoing bilingual programs in Navajo and Hopi; as well as various proposed programs, including Alaskan, are discussed in this paper. (AMM)
Descriptors: American Indian Languages/ *American Indians/ *Bilingual Education/ *English (Second Language)/ Instructional Materials/ *Language Programs/ Material Development/ Navaho
Identifiers: BIA/ *Bureau of Indian Affairs

ED029298 AL001957
English for American Indians: A Newsletter of the Dffice of the Assistant Commissioner for Education, Bureau of Indian Affairs, United States Department of the Interior. Spring, 1969.
Ohannessian, Sirarpi, Ed.
Center for Applied Linguistics, Washington, D.C.
69 35p.
Sponsoring Agency: Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
This newsletter is third in a series of publications by the Bureau of Indian Affairs, prepared and edited by the English for Speakers of Other Languages Program of the Center for Applied Linguistics. While the first two issues (AL 001 671 and AL 001 819) were concerned with the teaching of English to elementary and kindergarten children in BIA schools, this issue focuses on the problems of intermediate and advanced seconcary school students, with special emphasis on the teaching of composition and written English. The first article, "Breaking Down Your Writing Goals," by Gerald Dykstra, discusses attainable "sub-goals." The first step, or sub-goal, on the way to developing written skill in English is the corollary of simple repetition in oral work--the copying of one entire title and paragraph without error. Following steps include substitutions, transformations, reductions, expansions, completions, additions, revisions, commentary, and creations. "The Teacher's Bookshelf," by Carol J. Kreidler, describes especially selected materials for the teacher's reference and for the classroom, as well as several new and forthcoming texts. Ruth E. Wineberg's "Information Exchange" reports on developments in BIA schools (in bilingual reading, contrastive analysis, controlled composition, creative writing, reading, and English), summer workshops, and CAL activities. (AMM)
Descriptors: American Indian Languages/ *American Indians/ Annotated Bibliographies/ Bilingual Education/ *Bilingualism/ *Composition Skills (Literary)/ *English (Second Language)/ Language Instruction/ Reference Materials/ *Secondary Education/ Supplementary Textbooks/ Teaching Methods/ Teaching Techniques
Identifiers: BIA/ *Bureau Df Indian Affairs

ED027546 AL001819

English for American Indians: A Newsletter of the Office of the Assistant Commissioner for Education, Bureau of Indian Affairs, United States Department of the Interior. Winter, 1969.

Ohannessian, Sirarpi, Ed.

Center for Applied Linguistics, Washington, D.C.

69 40p.

Sponsoring Agency: Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

This second newsletter publication of the Bureau of Indian Affairs follows the format of the first issue. (See related document AL 001 671.) The first article, "Language Drill and Young Children," is by Muriel Saville of Texas A & M University. The author's experience has convinced her that in a classroom situation, a language is not caught by mere exposure, but requires a sequential and systematic presentation of structural elements for maximum effectiveness and efficiency with students of all ages. When provisions are made for different interest levels and attention spans, language "drill" is compatible with the more informal curriculum of early childhood education. Illustrated are various types of language activities, developed specifically for teaching the contrastive sounds of English to children in kindergarten, beginner, or first grade classrooms. Carol J. Kreidler's "Teacher's Bookshelf" lists and describes selected supplementary materials for the teacher's reference, for the classroom, and for adult education work. Ruth E. Wineberg's "Information Exchange" is devoted to descriptions of new developments in BIA schools, projects and activities of particular interest to educators of American Indians, and professional meetings, institutes, and fellowships in the fields of English for speakers of other languages and bilingual education. (AMM)

Descriptors: American Indian Languages/ *American Indians/ Annotated Bibliographies/ Bilingual Education/ *Bilingualism/ Elementary Education/ *English (Second Language)/ Instructional Materials/ Language Instruction/ *Pattern Drills (Language)/ Phonology/ Reference Materials/ *Second Language Learning/ Special Programs/ Supplementary Textbooks/ Teaching Methods/ Teaching Techniques/ Textbook Evaluation

Identifiers: *BIA/ Bureau of Indian Affairs

ED026629 AL001671

English for American Indians: A Newsletter of the Office of the Assistant Commissioner for Education, Bureau of Indian Affairs, United States Department of the Interior. Fall, 1968.

Ohannessian, Sirarpi, Ed.

Center for Applied Linguistics, Washington, D.C.

68 38p.

Sponsoring Agency: Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

"English for American Indians" is a newsletter intended for teachers and other educators involved with teaching English in the educational system of the BIA (Bureau of Indian Affairs); it is also of interest to those involved in the general field of teaching English to speakers of other languages. This publication is part of the implementation of the recommendations of "The Study of the Problems of Teaching English to American Indians," July 1967, conducted by the Center for Applied Linguistics under the auspices of the BIA. (See related document ED 014 727.) The first article, "Beginning School in a Second Language," by Lois McIntosh, discusses some of the problems of the Indian child, who brings to his early school life his first six or seven years of experience and training in a different language and culture. "The Teacher's Bookshelf," by Carol J. Kreidler, presents--(1) an annotated selection of practical and readable texts which may provide a background in linguistics for the classroom teacher; (2) texts for classroom use on the elementary, secondary, and adult education level; and (3) examples of materials written specifically for particular Indian groups. The third, and final section, "Information Exchange," by Ruth E. Wineberg, describes developments in various BIA schools, BIA-sponsored projects, and relevant developments outside the BIA. (AMM)

Descriptors: *American Indians/ Annotated Bibliographies/ *Bilingualism/ Cultural Interrelationships/ Elementary Education/ *English (Second Language)/ Instructional Materials/ Language Instruction/ Language Programs/ Pilot Projects/ *Second Language Learning/ Special Programs/ Teaching Methods/ Teaching Techniques/ Textbook Evaluation

Identifiers: *BIA/ Biculturalism/ Bureau Of Indian Affairs

Part Four consists of the following chapter:

10. Programs, Curriculum and Instruction for Asians

As is the case with Part III, a separate section of this guide is devoted to Asians because they constitute a major group of non-English-speaking students in Montana.

The reader is cautioned that nationality and ethnicity are not synonymous; there are various ethnic groups native to several of the Asian countries from which refugees have come to the United States in recent years.

It should be noted, too, that some of the languages of Southeast Asia have no written form. Recently much work is being done to help close the information gap that has existed for so long. The reader is urged to periodically check the most recent literature available.

Part IV. Bilingual Education for Asians

Chapter 10. Programs, Curriculum and Instruction for Asians

Some Questions You Should Ask

1. Have you correctly identified the ethnic and cultural heritage of your students? (Remember that all people from Laos, for example, do not share the same language or culture.)

2. Should you try to learn some of your students' language? What resources are available to you should you decide to give it a try?

3. How does the family structure in your students' culture differ from the family structure in America?

4. What are the norms for school behavior that your students have been exposed to? How do they conflict with the modes in American schools?

5. What social support and development services are available to the Asians in your community?

6. What is the difference between a refugee, asylee, parolee, "entrant," and immigrant?

7. Are your Asian students citizens of the United States? If not, do they intend to become citizens? If they do, how can you help them?

Chapter 10. Programs, Curriculum and Instruction for Asians

EJ188046 UD506403
A Guide to Bilingual Instructional Materials for Speakers of Asian and Pacific Island Languages
Hayashibara, Phyllis J. Kimura
Amerasia Journal, 5, 1, 101-14 F 78
Reprint Available (See p. vii): UMI
Language: ENGLISH
The lack of bilingual instructional materials is acute for speakers of Asian and Pacific Island languages. Mathematics and science materials are virtually nonexistent. Social studies materials must be expanded from their present supplementary forms. Language materials must be revised to provide students a practical, working fluency in the non native language. (Author/AM)
Descriptors: *Bilingual Education/ *Asian Americans/ *Instructional Materials/ *State Of The Art Reviews/ *Elementary Secondary Education/ Reading Materials/ Science Materials
Identifiers: *Pacific Islands

EJ180328 SP506866
Tutoring Vietnamese Refugees
Koster, John
Today's Education, 66, 4, 32-4 Nov-Dec 77
The author relates the difficulties and eventual failure of a group of Vietnamese refugees to adapt to American culture. (JD)
Descriptors: *Cross Cultural Training/ *English (Second Language)/ *Foreign Students/ *Culture Conflict/ *Student Attitudes/ Cultural Isolation/ Cultural Background/ Ethnic Groups
Identifiers: *Vietnamese

EJ158680 CS714085
Lessons from Students--Vietnamese, This Time
Ronan, Eileen
Journal of Reading, 20, 7, 563-6 Apr 77
Recounts personal experience tutoring Vietnamese students learning English. (HOD)
Descriptors: *Tutoring/ *English (Second Language)/ *Teaching Experience
Identifiers: *Vietnamese

EJ156135 UD505065
The "Others": Asian Americans and Education
Yu, Connie Young
Civil Rights Digest, 9, 1, 44-51 F 76
Discusses such topics as educational discrimination against the Chinese in California, school segregation, language and other handicaps preventing Asian American parents from participating in educational policy formation, the growth of bilingual education, ethnic discrimination in textbooks, ethnic studies projects, and counseling problems caused by ethnic stereotypes. (Author/JM)
Descriptors: *Asian Americans/ *Educational Problems/ *Bilingual Education/ *Textbook Bias/ *Educational Counseling/ Educational Needs/ Racial Discrimination/ Educational History/ Educational Opportunities/ School Segregation

EJ136310 FL508778
Essential Considerations in Compiling Asian Bilingual Curriculum Development Materials
Young, John
Journal of the Chinese Language Teachers Association, 11, 1, 11-2#1v Feb 76
This article outlines approaches, methods, and techniques in materials development for bilingual education in English and various Asian languages. (CLK)
Descriptors: *Bilingual Education/ *Curriculum Development/ *Instructional Materials/ *Material Development/ Asian Americans/ Chinese/ Biculturalism/ Bilingual Schools/ Elementary Secondary Education/ Models
Identifiers: *Asian Languages

EJ134145 CE504657
Continuing Education for the Vietnamese: A New Challenge
McCarthy, Marianne B.
Adult Leadership, 24, 7, 229-30,235 Mar 76
A sample of programs that may benefit Vietnamese refugees living in American communities is presented, emphasising English proficiency and the development of daily living skills. (LH)
Descriptors: *Adult Education Programs/ *Refugees/ *Program Descriptions/ *Daily Living Skills/ *Indochinese/ Program Development/ English (Second Language)/ Community Programs/ Community Service Programs
Identifiers: *Vietnamese Refugees

ED180222 FL010818
U.S. History: A Vietnamese Supplement. A High-School Bilingual Handbook for the Vietnamese Student. Indochinese High-School Supplements.
Do, Dinh Tuan; And Others
Title VII Midwest Resource Center, Arlington Heights, Ill.
Jan 77 111p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01/PC05 Plus Postage.
Language: Vietnamese
Geographic Source: U.S./ Illinois
This handbook in United States history is one of a series of handbooks designed for the Indochinese student in American high schools. Like the other books in the series, it is not intended to replace the English-language textbook, but is designed to help the student understand the textbook. The material presented was compiled and adapted from high school texts so that the terms and concepts would be applicable to standard secondary textbooks. The handbook is composed of two parts: (1) basic concepts; and (2) a glossary of technical terms. The first part contains brief "lessons" pertaining to the subject area and provides key concepts in summary form. Preceding the Vietnamese lessons is an outline in English which is meant to serve as a content guide for the teacher. (Author/AMH)
Descriptors: Academic Education/ *American History/ Bilingual Education/ *English (Second Language)/ History Instruction/ *Indochinese/ Secondary Education/ Study Guides/ *Supplementary Textbooks/ *United States History/ *Vietnamese/ Vocabulary
Identifiers: Bilingual Education Act 1968/ Elementary Secondary Education Act Title VII

ED177907 FL010762
Teaching English to the Lao. General Information Series, No. 19. Indochinese Refugee Education Guides.
Center for Applied Linguistics, Arlington, Va.
Jul 79 57p.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Geographic Source: U.S./ Virginia
This guide provides information on the Lao language and alphabet for teachers of English to ethnic Lao refugees. Twenty-seven English pronunciation lessons dealing with the particular problems of Lao speakers learning English are included. Lao words are written in a phonetic Roman alphabet. An annotated bibliography of resources is appended. (JB)
Descriptors: Alphabets/ *English (Second Language)/ Grammar/ *Indochinese/ *Language Instruction/ *Lao/ Phonology/ *Pronunciation Instruction/ *Refugees/ *Second Language Learning/ Sentence Structure

ED175288 FL010703
A Selected, Annotated Bibliography of Materials for Teaching English to Indo-Chinese Refugee Adults Revised Version . Adult Education Series, No. 2. Indochinese Refugee Education Guides.
Center for Applied Linguistics, Arlington, Va.
Sep 79 69p.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Geographic Source: U.S./ Virginia
This bibliography is designed to provide Americans who are working with Indochinese refugee adults with an idea of what materials are commercially available in the field of teaching English as a second language. Materials were chosen because they have been successfully used with Indochinese refugees over the last three years, or because they have been identified as needed. The focus is on the needs of the adult refugee who is planning employment or vocational training. The annotations refer to materials as being on the beginning, intermediate, or advanced level; this scale refers to ability to speak English and is not the same as level of education. The bibliography includes English as a second language (ESL) texts with emphases on course texts, pronunciation and fluency, readers, writing texts, vocabulary and idioms, grammar practice, ESL tests, and student references. Supplementary materials listed include ESL in specific vocational areas, employment skills, and survival skills. Teacher aids and information on the languages and cultures of the refugees are also covered. (SW)
Descriptors: Adult Education/ *Adult Students/ Career Development/ *English (Second Language)/ English for Special Purposes/ Grammar/ *Indochinese/ *Instructional Materials/ Language Instruction/ Pronunciation/ Reading Materials/ Refugees/ Resource Guides/ *Resource Materials/ Second Language Learning/ Textbooks/ Vocabulary

ED173999 FL010169
Asian Pacific Perspectives.
Los Angeles Unified School District, Calif.
74 378p.
Available from: Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012
EDRS Price - MF01/PC16 Plus Postage.
Language: English
Geographic Source: U.S./ California
This multicultural guide contains classroom activities that have been prepared for use in the primary grades. The guide is divided into five sections: (1) multicultural, (2) phonology, (3) syntax, (4) comprehension, and (5) resources. The multicultural unit discusses twenty activities from Asian countries, some involving arts and crafts and some involving classroom discussion. The phonology unit is designed to help Asian American students improve their oral/aural discrimination skills in English. Each of the 30 lesson units represents a pronunciation problem for three or more of the five Asian language groups. The syntax unit is designed to give Asian American students a better understanding of English sentence structure as well as knowledge of the American culture. The comprehension unit is developed to assist students who are learning English as a second language to express themselves orally in English. The resources unit contains three bibliographies: (1) "Asian American Bibliography: Adult Reading," (2) "Asian American Multi-Media Materials, K-3," and (3) "Bibliography of Asian American Children's Books, K-3." (NCR)
Descriptors: Asian Americans/ Bibliographies/ Bilingual Education/ *Cultural Background/ *Cultural Education/ Elementary Education/ *English (Second Language)/ *Ethnic Groups/ Immigrants/ *Instructional Materials/ Language Instruction/ Minority Groups/ *Multicultural Education/ Phonology/ Resource Guides/ Syntax
Identifiers: *Knowledge of English Yields Success Project

ED166277# UD018811
Teaching of English to Asians.
Hendricksen, Daniel P.
City Univ. of New York, N.Y. City Coll. Dept. of Asian Studies.
May 78 22p.; For related documents, see UD 018 805-810 and UD 018 812-813
Sponsoring Agency: Henry Luce Foundation, New York, N. Y.
Available from: Not available separately; See UD 018 804
Document Not Available from EDRS.
Language: English
Geographic Source: U.S./ Michigan
In this essay, the relationship of American linguistic theory to teaching English as a second language (ESL) is traced over the past few decades. The limitations of the structuralist paradigm in a language learning situation are discussed. The use of pattern drills based on the structuralist surface feature attention to word placement. The pre-Chomskyan notion of language learning as habit formation is criticized. Discreet point testing is seen as a somewhat distorted measure of language competency. The effect of Chomsky's Tranformational-Generative grammar on ESL is examined. The contrastive analysis hypothesis and the markedness differential hypothesis are outlined. Major revisions within the transformational camp in the late 1960s and early 1970s are defined in terms of their effects on language learning. Several specific problems of Asians in ESL situations are identified. The importance of asking the right questions about language teaching methodologies and linguistic theories is stressed. (Author/WI)
Descriptors: *Asian Americans/ *Diachronic Linguistics/ *Effective Teaching/ *English (Second Language)/ *Linguistic Competence/ *Linguistic Theory/ Structural Linguistics/ Transformation Generative Grammar

ED165489 FL010018
Indochinese Refugee Alert Bulletin. Bulletin Number 11.
Center for Applied Linguistics, Arlington, Va.
Nov 78 12p.
Available from: National Indochinese Clearinghouse, Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 (free)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Language: English
Geographic Source: U.S./ Virginia
This guide for Indochinese refugees and related organizations and workers provides the following information: (1) summaries of bills passed by the 95th Congress that affect refugees and refugee programs; (2) grants awarded the Refugee Task Force of the Department of Health, Education, and Welfare for English as a second language (ESL) programs and employment projects for fiscal year 1978, listed by region and state; and (3) a description of a National Project for Indochinese Document Evaluation established at California State University at Long Beach to evaluate documents pertaining to a refugee's educational or employment background. Also provided is a list of new Refugee Education Guides that are available free from the National Indochinese Clearinghouse, a list of bilingual glossaries prepared for use in Indochinese countries, a contact for obtaining information on special legal services available to Indochinese refugees, and a list of two Vietnamese texts and three Hmong texts. (SW)
Descriptors: *Bibliographies/ Credentials/ Educational Background/ Employment Programs/ *English (Second Language)/ English for Special Purposes/ *Federal Aid/ Federal Legislation/ Glossaries/ *Indochinese/ Instructional Materials / Language Programs/ Legal Aid/ *Refugees/ *Resource Guides/ Resource Materials/ Textbooks

ED165467 FL009968
Teaching English to Cambodian Students. General Information Series No. 18. Indochinese Refugee Education Guides.
Center for Applied Linguistics, Arlington, Va.
Nov 78 40p.
Available from: National Indochinese Clearinghouse, Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 (free)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Language: English
Geographic Source: U.S./ Virginia
The three purposes of this guide are to provide information on the Khmer language, alphabet, and educational systems which will be useful to Americans teaching English to Cambodian refugees; to give specific suggestions for teaching Cambodians to write the English alphabet; and to provide teaching materials that deal with the particular pronunciation problems Cambodians have in learning English. The Khmer language is briefly described in terms of its origin and history; its sounds--syllables, vowels, consonants, diphthongs, intonation patterns; its word formation--prefixes, infixes, suffixes; and its sentence structure. The Khmer alphabet is discussed, and the history of education and literacy in Cambodia is briefly traced. A short overview of teaching English to Cambodian refugees is presented as is general information on pronunciation lessons, fourteen of which are included in the guide. Sources for further reference are appended. (EJS)
Descriptors: Adult Students/ Alphabets/ *Cambodian/ *English (Second Language)/ *Indochinese/ *Instructional Materials/ Language Instruction/ Morphology (Languages)/ Phonetic Transcription/ Pronunciation/ *Pronunciation Instruction/ Refugees/ Romanization/ *Second Language Learning/ Syntax/ *Teaching Guides/ Written Language
Identifiers: Khmer

ED159902 FL009738
An Annotated Bibliography of Materials on the Hmongs of Laos. General Information Series, No. 17. Indochinese Refugee Education Guides.
Center for Applied Linguistics, Arlington, Va.
78 31p.; For related documents see FL 007 369; FL 009 737
Available from: National Indochinese Clearinghouse, Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 (free; supplies are limited)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Language: ENGLISH
Geographic Source: U.S./ Virginia
Fourth in a series of documents on the Hmong language and culture, this bibliography is intended to give an idea of what has been written about the Hmongs since 1945. Because most of the sources are not readily accessible, lengthy annotations are written where possible. The entries are divided into the following classifications: (1) For Children; (2) General Descriptions of Hmong Life; (3) The War; (4) Hmong Relationships with Various Governments; (5) Missionary and Philanthropic Work; (6) Opium; (7) Fiction; (8) Anthropological Surveys; (9) Specific Aspects of Hmong Culture; (10) Hmong Linguistics; (11) Hmong Alphabets; and (12) Hmong Dictionaries. (AMH)
Descriptors: Alphabets/ *Annotated Bibliographies/ Anthropology/ Asian Americans/ Asian History/ Asian Studies/ Bibliographies/ Bilingual Education/ Childrens Literature/ Cultural Background/ Culture/ Descriptive Linguistics/ Dictionaries/ Drug Abuse/ Ethnic Groups/ Ethnology/ Fiction/ *Indochinese/ *Information Sources/ International Relations/ Lao/ Literature Reviews/ Minority Groups/ Non English Speaking / Political Attitudes/ *Refugees/ *Resource Materials/ War
Identifiers: *Hmong/ Indochina/ *Laos

ED159585 CS003242
Reading for Asian Students.
Lee, Grace E.
76 10p.; Study prepared at California State University, Northridge
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Language: ENGLISH
Geographic Source: U.S./ California
Asian students trying to learn to read English can best be assisted by receiving a strong oral language enrichment experience. An important part of language learning and of learning to read is experiential development; therefore, providing opportunities to experience the culture and geography of America can be an important part of teaching reading. Linguistic and affective development are also significant. A student who likes the people of the second language country and who senses positiveness, sensitivity, and support from the teacher is apt to be motivated to learn to read the language. Asian students especially encounter certain linguistic difficulties which hamper learning the language. Some of those difficulties are beginning consonants, consonant blends, certain final sounds, particular diagraphs such as "th" and "gh," changing pronunciations of the same vowel combination, and syntactical rules. (TJ)
Descriptors: *Asian Americans/ Cross Cultural Studies/ *English (Second Language)/ Language Development/ Pronunciation/ *Reading Instruction/ *Second Language Learning / Teacher Attitudes

ED152868 UD017872
English as a Second Language for the Asian Languages and Cultures.
Los Angeles City Schools, Calif.
77 75p.
Sponsoring Agency: Washington Office of the State Superintendent of Public Instruction, Olympia.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
This guide is designed for classroom teachers who work with non English dominant Asian students from China, Japan, Korea, the Philippines, and Vietnam. Historic information, English as a Second Language contrasts, and cultural information are included. The three basic components of the guide are the phonological, the syntactical, and the cultural. A study which describes and compares the sounds of English, Cantonese, Mandarin, Korean, Japanese, Tagalog, Vietnamese, and Spanish was conducted in order to show the differences between English and the non English languages. The results of the study suggest that similarities and differences between the sounds of the student's native language and English can present a variety of problems to the learner. In addition to technical difficulties with language, cultural problems of the Asian in the classroom are described. These include problems with the student-teacher relationship, classroom activities, etiquette, eating, superstition. A bibliography, arranged by country, is included. (Author/AM)
Descriptors: *Asian Americans/ *Cultural Background/ *Cultural Differences/ Cultural Factors/ English (Second Language)/ *Non English Speaking/ Phonology/ *Second Language Learning/ Sociolinguistics/ Syntax/ *Teaching Guides

ED138930 CS003383
English Reading for Asian Students.
Lee, Grace E.
May 77 14p.; Paper presented at the Annual Meeting of the International Reading Association (22nd, Miami Beach, Florida, May 2-6, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
This paper discusses the importance of bilingual-bicultural programs--which provide instruction in the student's native language and culture and in the American language and culture--in helping Asian-American students to succeed in the dominant culture. Teachers in such programs need to be sensitive to students' home environment, educational background, cultural values and priorities, and linguistic development. The paper discusses factors in the home environment which may affect students' ability to speak and read English; provides a brief description of values, cognitive styles, and learning modalities which are common to many Asian groups; and outlines some linguistic variables in the Chinese, Japanese, Korean, and Vietnamese languages. Final sections of the paper deal with difficulties which English phonology poses for Asian students, effective ways of helping Asian students to reconstruct English syntax, and the importance of assisting Asian students in interpreting what they read in the light of American culture. (GW)
Descriptors: *Asian Americans/ *Biculturalism/ Bilingual Education/ *Cross Cultural Training/ Elementary Secondary Education/ English (Second Language)/ Ethnic Groups/ Language Arts/ *Language Patterns/ *Language Skills/ *Reading Instruction

ED137718 CS003171
The Asian Connection.
Lee, Grace E.
76 7p.; Reprint from the 1976 Claremont Reading Conference 40th yearbook
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Information is offered in this paper to aid teachers of Asian Americans in their understanding of the language learning problems which Asian Americans may encounter. Language learning is considered a social phenomenon which cannot be dissociated from other life experiences. A reading program should match the cognitive style and learning modalities of the students. The language backgrounds of Asian Americans differ from generation to generation and from country to country. Many students are already bilingual or trilingual, factors which may aid them in understanding English. The cultural patterns and value orientations of the Asian societies which emphasize reflection and self-restraint can influence cognitive and affective variables in language learning. Asian students may be less verbal and less willing to take risks, traits which hinder learning to read and speak a second language. Reading teachers should know that Asian students may have highly developed visual-memories and may be familiar with a total-modality process similar to the Fernald technique. (MKM)
Descriptors: *Asian Americans/ Cognitive Style/ *English (Second Language)/ Learning Modalities/ *Reading Instruction/ Reading Skills/ *Second Language Learning/ *Sociolinguistics

ED135244 FL008412

English Pronunciation Exercises for Speakers of Vietnamese. Adult Education Series No. 7. Indochinese Refugee Education Guides.

Center for Applied Linguistics, Arlington, Va.

77 52p.

Available from: National Indochinese Clearinghouse, Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 (free)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

The sound systems of Vietnamese and English have very little in common and therefore the Vietnamese learner of English will have great difficulty with pronunciation. This guide points out the specific problem areas and gives pronunciation exercises to deal with each problem. Twenty-eight pronunciation lessons are included, preceded by two prototype lessons. Each lesson is divided into three parts: (1) the pronunciation drill itself; (2) language notes, an explanation of the linguistic problem involved: and (3) teaching notes, suggestions for teaching strategies. The lessons are arranged, for the most part, in order of decreasing difficulty. The brief bibliography is a sampling of useful pronunciation materials for the ESL (English as a Second Language) teacher. (CFM)

Descriptors: Adult Education/ Adult Students/ Contrastive Linguistics/ *English (Second Language)/ *Indochinese/ Instructional Materials/ Interference (Language Learning)/ *Language Instruction/ *Learning Difficulties/ *Pronunciation/ Pronunciation Instruction/ Refugees/ Second Language Learning/ Teaching Guides/ Teaching Methods/ Tone Languages/ *Vietnamese

ED135236 FL008400

Manual for Indochinese Refugee Education 1976-1977.

Center for Applied Linguistics, Arlington, Va.

76 288p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Report No.: SRS-77-21237

Contract No.: OE-300-76-0022

Available from: The National Indochinese Clearinghouse, Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Va. 22209 (free)

EDRS Price MF-$0.83 HC-$15.39 Plus Postage.

This manual is intended to meet the needs of elementary and secondary school teachers and administrators across the United States who have been charged with the education of Vietnamese, Cambodian, Laotian and Tai Dam refugee students. There are five sections to the manual. The first, "Retrospective," covers basically what has happened in the education of refugee children during the 1975-76 school year. The second, "Administrative Considerations," deals with such continuing problems as grade placement, school records, testing, etc. The third and largest section of the manual, "Language Considerations," is also the most comprehensive. It covers, in varying depths, all phases of language learning needs, with methods, techniques and materials for oral communication in English receiving the most attention. In the fourth section, "Cultural Considerations," the histories and value systems of the peoples of Vietnam, Cambodia, and Laos are discussed. The last section of "Appendices" is basically bibliographic in nature and is intended to give background information or lead the educator to further sources. (Author/CFM)

Descriptors: Age Grade Placement/ Bibliographies/ Bilingual Education/ *Cross Cultural Studies/ Cultural Awareness/ Educational Administration/ Elementary School Curriculum/ Elementary Secondary Education/ *English (Second Language)/ High School Curriculum/ Immigrants/ *Indochinese/ Instructional Materials/ Language Instruction/ Learning Difficulties/ *Refugees/ Resource Materials/ Second Language Learning/ Student Placement/ Teaching Methods/ Vietnamese

Identifiers: Names

ED133405 95 UD016662
Programmatic Recommendations and Considerations in Assisting School Districts to Serve Vietnamese Children.
Maldonado, Stephen
Intercultural Development Research Association, San Antonio, Tex.
Sep 76 17p.; IDRA Seminar Digest
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Contract No.: 300-75-0324
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
The seminar reported here focused on identifying the needs and problems of Vietnamese children and adults. These included bilingual education, culture clash, second language programs, and educational differences between Vietnam and the U.S. It was observed that teachers must be prepared to respond to their Vietnamese students according to their geographic origins, the needs and desires of students' families, and the availability of curricular and human resources. Many Vietnamese parents believe that culturally pluralistic bilingual bicultural programs are needed to meet the needs of their children. Vietnamese parent-child relationships are quite different from American relationships. Contact with American culture is seen by many Vietnamese as threatening traditional family relationships. Furthermore, some Vietnamese parents fear that a continuous emphasis on English in the education of their children will make communication with them increasingly difficult. Language learning, skill learning, and job placement are important to the Vietnamese. Developers of language programs for Vietnamese should group students according to age, profession and marital status and should use Vietnamese people as instructors or as aides for non-Vietnamese teachers. Teachers must know the difference between the ways the English and Vietnamese languages function as tools for communication. (Author/JM)
Descriptors: Asian Americans/ Bilingual Education/ Culture Conflict/ *Educational Needs/ *Educational Problems/ Educational Programs/ *Elementary School Students/ Elementary Secondary Education/ English (Second Language)/ *Indochinese/ Language Handicaps/ Program Development/ Refugees/ School Districts/ *Secondary School Students
Identifiers: Texas

ED131665# FL008070
80 Games.
Nguyen-Van-Chinh
Center for Applied Linguistics, Arlington, Va.
76 101p.; In Vietnamese.
Available from: Center for Applied Linguistics, 1611 N. Kent St., Arlington, Va. 22209 ($6.00)
Document Not Available from EDRS.
This book contains 80 traditional games played by Vietnamese children. It is designed to be used as a guide for physical education instructors. (CFM)
Descriptors: Bilingual Education/ Childrens Games/ *Games/ *Indochinese/ *Physical Activities/ *Physical Education/ Playground Activities/ Recreational Activities/ *Refugees/ *Vietnamese

ED131161 UD016562
A Broad Look at Programs That Serve Vietnamese Refugee Children.
Van Hooft, Gordon E.
20 Feb 76 12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Resettled Indochinese refugees are widely scattered across New York State with the only major concentration in New York City. At the elementary and secondary levels, the refugee students are enrolled in about 150 of 750 school districts, with few districts having more than an average of five children scattered through the K-12 grades. Outside New York City, the largest concentrations are in Rochester, Syracuse, Jamestown, and Binghamton--except for one small rural district in the north that enrolled 19 children. At the onset, based on visits to several schools, numerous phone calls, and other reports, it was found that the experience in the vast majority of schools has been excellent. In fact, many of the other 600 school districts would have benefited from facing up to and coping with the problems posed by children from an Asian culture who did not speak English. Teachers in the many school districts that have not needed previously to provide English as a Second Language programs or to try to understand and cope with such cultural differences have developed new skills and appreciations that will make them better teachers for all children. A wide variety of accommodations have been made in different school districts to cope with the entrance of refugee children. (Author)
Descriptors: Academic Achievement/ Cultural Factors/ Educational Needs/ Educational Problems/ *Elementary Secondary Education/ *English (Second Language)/ *Immigrants/ *Indochinese/ Language Handicapped/ *Program Development/ Refugees/ State Boards of Education/ Student Attitudes/ Student Distribution/ Teaching Methods
Identifiers: *New York

ED130985 SO009588
Asian Americans: Now.
Schwartz, Lita L.
12 Jul 76 11p.; Paper presented at World Educators Conference on Multicultural Education (Honolulu, Hawaii, July 1976); For a related document, see SO 009 587
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
This paper reviews the current status of Asian Americans in the U.S. schools from perspectives of textbook content and teaching methods. The author points out that findings of a survey of the 1950s and early 1960s textbooks reveal limited inclusion of references to anything Asian. This lack of interest can be seen, also, in American society, as represented by current difficulties of assimilating Vietnamese refugees into schools and community life. In terms of schools, there are some positive developments: little overt discrimination, bilingual instruction, and increasing recognition of cultural differences in general. Negative points include continued omission of Asian references in texts and curriculum; continued ethnocentrism and evaluation by Western standards; need for teacher education to include Asians; and overemphasis on blacks and Spanish-speaking groups to the exclusion of other minorities. The urgency of integrating multicultural studies into the elementary curriculum is confirmed by research showing that children's attitudes toward other nations and peoples stabilize by grade 8. Ideas are offered for developing multicultural curricula. (Author/AV)
Descriptors: *Asian Americans/ Bilingual Education/ Chinese Americans/ Cultural Pluralism/ *Curriculum/ *Discriminatory Attitudes (Social)/ *Educational Problems/ Elementary Secondary Education/ Ethnic Groups/ Ethnocentrism/ Japanese Americans/ Needs Assessment/ School Role/ Stereotypes/ Surveys / Textbook Bias/ Textbook Content/ *Textbook Evaluation

ED129068 FL007958
English Lessons for Refugee Adults - A Guide for Volunteers, Tutors and Teachers. Adult Education Series, No. 6. Indochinese Refugee Education Guides.
Center for Applied Linguistics, Arlington, Va.
76 48p.
Available from: the five Bilingual Resource Centers in Brooklyn, New York; Arlington Heights, Illinois; Lafayette, Louisiana; San Diego, California; and Berkeley, California (free)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
This guide for tutors and teachers dealing with adult Indochinese refugees learning English provides guidelines for materials selection and use, and for making language lessons maximally effective and interesting for the refugee. As an introduction, background information is provided on the refugee's attitudes towards learning English. This is followed by suggestions on practical matters such as time and place of lessons. A section on teaching materials discusses ESL materials and how to use them in lessons. A section on teaching methods covers lesson preparation and teaching: pronunciation, and homework. The following special problems are discussed: illiteracy, insistence on grammar, desire to learn without a teacher's help, tapes, desire to continue past the survival course, and desire not to continue. One section is devoted to teaching classes as opposed to tutoring. Finally, a brief bibliography of ESL texts, teaching aids, and information sources is provided. (AM)
Descriptors: *Adult Education/ Annotated Bibliographies/ *English (Second Language)/ Individual Instruction/ *Indochinese/ Instructional Materials/ *Language Instruction/ Lesson Plans/ Pronunciation/ *Refugees/ Second Language Learning/ *Teaching Guides/ Teaching Methods/ Tutoring/ Vocabulary

ED129062 FL007893
A Bibliography of Reading Materials for Adult Students of English as a Second Language. Adult Education Series, No. 4. Indochinese Refugee Education Guides.
Center for Applied Linguistics, Arlington, Va.
76 21p.
Available from: the five Bilingual Resource Centers in Brooklyn, New York; Arlington Heights, Illinois; Lafayette, Louisiana; San Diego, California; and Berkeley, California (free)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
This bibliography presents a selection of reading materials for adults and secondary students who are studying English as a Second Language. There is a great variety of reading texts and supplementary readers that have been specifically designed for ESL students, or that are easily adaptable to their needs. Readers have been developed for students at all levels of English language ability, and they treat a very wide range of topics to suit almost any interest. These materials will help language students at all levels develop their skills in English, and they will also offer them interesting and enjoyable reading. Several varieties of ESL reading materials are presented: textbooks for teaching reading skills; supplementary texts; structured readers; and readers for special purposes or subject areas. (Author/AM)
Descriptors: Adult Education/ *Annotated Bibliographies/ *English (Second Language)/ English for Special Purposes/ *Indochinese/ Literature Guides/ Publications/ *Reading Materials/ Reading Skills/ *Refugees/ Secondary Education/ *Textbooks/ Vietnamese

ED126705 FL007771
A Brief Comparative Study of English and Vietnamese Syntax. CATESOL Occasional Papers, No. 2.
Ich, V. T.; Sedlow, R.
California Association of Teachers of English to Speakers of Other Languages.
75 7p.; For related documents, see FL 005 898 and FL 007 767-770
Available from: K. Sutherland, 558 7th Ave., Menlo Park, California 94025 ($2.00 per issue)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
This paper presents a comparative study of English and Vietnamese syntax. Four basic patterns are said to make up the majority of English sentences: statements (both affirmative and negative), questions (both affirmative and negative), requests, and commands. The composition of each English pattern is discussed with examples, and compared directly to Vietnamese constructions, for which examples are also provided. (CLK)
Descriptors: *Contrastive Linguistics/ Descriptive Linguistics/ *English (Second Language)/ Language Instruction/ Language Patterns/ Negative Forms (Language)/ Second Language Learning/ *Sentence Structure/ *Syntax/ *Vietnamese

ED126704 FL007770
Tones in Vietnamese and English.
Wigfield, Jack
California Association of Teachers of English to Speakers of Other Languages.
75 4p.; For related documents, see FL 005 898 and FL 007 767-771
Available from: K. Sutherland, 558 7th Ave., Menlo Park, California 94025 ($2.00 per issue)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
This paper compares the tone systems of Vietnamese and English, with emphasis on the teaching of English as a second language. Rising, level, high, low, and falling tones are identified for English. Vietnamese has all of these except the last. While in Vietnamese, tones are predictable in the sense that tones and words go together, English tones vary and have more than a lexical function. It is thus quite difficult to teach the placement of tones in English. A method of taking the Vietnamese tone markers from Vietnamese words and applying them to words in the target language is outlined, as a means of teaching tone in English. Comments are made about tone usage in different regional varieties of Vietnamese. (CLK)
Descriptors: *Contrastive Linguistics/ Descriptive Linguistics/ *English (Second Language)/ *Intonation/ *Language Instruction/ Language Patterns/ Language Research/ Language Skills/ Language Usage/ Phonology/ Regional Dialects/ Second Language Learning/ Suprasegmentals/ Teaching Methods/ *Tone Languages/ *Vietnamese

ED126174 UD016133
English for Vietnamese Students in Wisconsin: Practical, Everyday Expressions.
Moriarty, David; Pham, Thuy B.
Wisconsin State Dept. of Public Instruction, Madison.
75 68p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Sections One through Five serve as the introductory portions of this booklet and are designed to help those who have had little experience in teaching bilingually or in teaching English as a second language. These sections include some minimal hints for dealing with Vietnamese children and understanding their culture. They also have some basic suggestions relating to teaching conversational English to speakers of vietnamese. Section VII contains Vietnamese and English phrases which can be used by American educators in conjunction with literate speakers of Vietnamese. This section can also be used as a source of instruction beyond the basic phrases which are presented in Section VI and includes topics such as registering, in the classroom, class absence and illness, and others. The dialogue material in this bulletin serves a dual purpose. Firstly, it is intended to equip the newly arrived Vietnamese student or adult with a series of Practical expressions to meet everyday needs of living in Wisconsin, and secondly, it may be used as a basic corpus of material for introducing the novice student to the English language. The dialogues are arranged in order of increasing difficulty. (Author/AM)
Descriptors: Biculturalism/ Bilingualism/ *Bilingual Students/ Cultural Factors/ Dialogue/ *English (Second Language)/ Immigrants/ *Indochinese/ *Language Aids/ Language Enrichment/ *Language Instruction/ Minority Groups/ *Second Language Learning
Identifiers: *Wisconsin

ED125306 FL007897
Teaching English Structures to the Vietnamese. General Information Series, No. 11. Indochinese Refugee Education Guides.
Center for Applied Linguistics, Arlington, Va.
76 24p.; For related documents, see FL 007 890-891 and 007 895-899
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
This guide is designed to sensitize both the novice and experienced teacher to the problems Vietnamese students are likely to have in learning the grammatical structures of English. The guidelines and suggestions presented here relate principally to the structures of English which differ markedly from parallel structures of Vietnamese, and which therefore are especially difficult for Vietnamese students. Among the areas discussed are suffixes, the plural -s, the possessive -s, the -er comparative and -est superlative, -ly adverbs, -ing forms used as nouns, -ing forms used as adjectives, tenses, "be" sentences, questions, negatives, and articles. The bulletin also includes a section on adapting English textbooks to meet the needs of Vietnamese students, as well as a listing of useful reference books on both the English and Vietnamese languages. (DB)
Descriptors: *English (Second Language)/ Grammar/ *Indochinese/ *Interference (Language Learning)/ *Language Instruction/ Morphology (Languages)/ Refugees/ Semantics/ Sentence Structure/ *Syntax/ *Vietnamese

ED125304 FL007895
Teaching English Pronunciation to Vietnamese. General Information Series, No. 4. Indochinese Refugee Education Guides.
Center for Applied Linguistics, Arlington, Va.
76 20p.; For related documents, see FL 007 890-891 and 007 896-899
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
This bulletin points out the differences between the sound systems of Vietnamese and English that will be likely to cause difficulties for the Vietnamese student of English, and outlines the most effective ways of helping the student overcome these difficulties. The guide also includes a section on how to adapt existing ESL materials and a listing of useful text and reference materials. (Author/DB)
Descriptors: Comparative Analysis/ Contrastive Linguistics/ *English (Second Language)/ Indochinese/ *Interference (Language Learning)/ Intonation/ *Language Instruction/ Oral Communication/ Pronunciation/ *Pronunciation Instruction/ Refugees/ Second Language Learning/ *Teaching Guides/ *Vietnamese

ED125303 FL007891
Teaching English to Adult Refugees. Adult Education Series, No. 1. Indochinese Refugee Education Guides.
Center for Applied Linguistics, Arlington, Va.
76 12p.; For related documents, see FL 007 890 and 007 895-899
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
This paper is intended to provide information and suggestions that may be useful to the volunteer or professional teacher of English who is working with adult Indochinese refugees. In addition to offering general information on language teaching at the adult level, the guide provides information on the linguistic background of the refugees, discusses examples of the types of problems the learners will be likely to encounter, and makes practical suggestions to the teacher. A brief annotated bibliography is also provided, and is divided into three sections: (1) Indochinese Refugee Education Guides produced by the National Indochinese Clearinghouse, and available free of charge; (2) helpful background and resource material for the teacher or volunteer; and (3) suggested text materials. (Author/DB)
Descriptors: Adult Education/ *Adult Learning/ Annotated Bibliographies/ Cambodian/ *English (Second Language)/ *Indochinese/ *Language Instruction/ Lao/ *Refugees/ Second Language Learning/ *Teacher Education/ *Teaching Guides/ *Vietnamese

ED125294 FL007809
Survival English: A Second Language Program for Indo-Chinese Refugees Who Resided at Fort Indiantown Gap During the Summer of 1975.
Chestnut, David T.; And Others
Pennsylvania State Dept. of Education, Harrisburg.
75 93p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
This survival English text is written for Indochinese, sixteen years old and over, who do not have the very basic listening and speaking skills needed for living in America. The lessons are designed to develop a functional listening and speaking vocabulary of approximately 900 words, over an instructional span of nine weeks or less. Reading and writing skills are not emphasized. Each lesson is divided into three parts: new vocabulary, dialogues, and pattern drills. The vocabulary section isolates and emphasizes words and phrases which require some explanation. Dialogues serve to employ new vocabulary in practical, commonplace conversation. Pattern drills provide the student with an opportunity to practice basic linguistic structures without recourse to formal instruction in grammar. (Author/DB)
Descriptors: American English/ *English (Second Language)/ *Indochinese/ *Instructional Materials/ *Intensive Language Courses/ *Language Instruction/ Language Programs/ Lesson Plans/ Listening Skills/ Oral Communication/ Pattern Drills (Language)/ Refugees/ *Second Language Learning/ Speech Skills / Vocabulary
Identifiers: Dialogues/ *Pennsylvania (Fort Indiantown Gap)

ED123892 FL007670
Indochinese Refugee Alert Bulletin, No. 4.
Center for Applied Linguistics, Arlington, Va.
Feb 76 13p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
This refugee alert bulletin provides information relevant to Indochinese refugees in the United States. General news of the Indochinese Clearinghouse is provided, along with a partial list of the addresses and phone numbers of refugee assistance centers. Also listed are Vietnamese language publications, mostly journals and newspapers, available for public distribution. The bulletin discusses: (1) the project organized by the Office of Education to evaluate and reconstitute academic credentials of Vietnamese and Cambodian refugees and to enable postsecondary institutions to make decisions concerning the admission and placement of refugees; (2) the Test of English as a Foreign Language offered by the Educational Testing Service; details for eligibility are provided; (3) Vietnamese language radio broadcasts, with times and stations listed; (4) a directory of Vietnamese scholars which is in preparation; and (5) a set of survival vidiotapes to help refugees adjust to American life. A complete list of the refugee education guides is also provided. The eight series cover preschool education, general information, educational administration, elementary education, intermediate and secondary education, bilingual and bicultural education, personnel resources, and the alert bulletins. This issue of the bulletin concludes with a map and figures documenting refugee resettlement in the United States and, for questions concerning refugee resettlement, the addresses and phone numbers of the ten HEW regional offices. (CLK)
Descriptors: Adjustment (to Environment)/ Bilingual Education/ *Bulletins/ Cambodian/ Credentials/ *Educational Needs/ Elementary Secondary Education/ English (Second Language)/ Guides/ *Indochinese/ Instructional Materials/ Publications/ Radio/ Reading Materials/ *Refugees/ Relocation/ *Social Adjustment/ Vietnamese

ED118679 UD015707
Teacher Resource Packet for Vietnamese Students.
Washington Office of the State Superintendent of Public Instruction, Olympia.
Jul 75 40p.; This document is available in microfiche only due to the print size of parts of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
This packet provides information for classroom teachers who will be working with Vietnamese students. Among the subject matter discussed in the history and general information section are the Republic of Vietnam, family loyalty, professional man, politeness and restraint, village life, fruits and vegetables, meat dishes, festivals, and religion. Other sections include a summary of some cultural differences, a Vietnamese language guide, and Asian immigrant impressions. A section on bilingual education information discusses theory, definition, and the legal situation concerning bilingualism and English as a second language. Suggestions for interacting with non-English dominant students in all grade levels in either a regular classroom setting or a secondary school setting are provided. Relevant resources, such as materials that can be used for basic instruction in English (as a second language) classes, reading resources, and community resources are enclosed. (Author/AM)
Descriptors: Asian Americans/ Bilingual Education/ *Bilingual Students/ Educational Resources/ Elementary School Students/ English (Second Language)/ *Ethnic Groups/ Guidelines/ Immigrants/ *Indochinese/ Minority Group Children/ Minority Groups/ *Refugees/ Resource Guides/ Resource Materials/ Secondary School Students/ *Student Characteristics / Student Needs/ Student Problems/ Student Teacher Relationship/ Teacher Guidance/ Teacher Responsibility
Identifiers: *Vietnam

ED117268 UD015671

Programs, Services and Assistance for Indo-Chinese Migrants and Refugees.

Aug 75 10ip.

EDRS Price MF-$0.76 HC-$5.70 Plus Postage

Among the services, programs, assistance, and contact persons included in this document are several types of assistance provided by HEW for the educationof Vietnamese and Cambodian refugees, the national Indochinese Clearinghouse, the college assistance hotline, fellowship offerings, the refugee orientation handbook, and Red Cross aid. A general information series section addresses such issues as fundamental principles and curricula of education in Vietnam, elementary curriculum guides for grades one through five, testing English language proficiency, and hints for tutors. A section on the elementary education series includes the topic of keeping lines of communication with Indochinese children open. Suggested here are the use of services of a Vietnamese speaking teacher or teacher aide and peer group instruction in the child's language. An educational administrator series section covers the English language needs of Indochinese students, and the assimilation of Vietnamese and Cambodian students into U.S. Schools. A brief guide to bilingual education programs is also provided. (Author/AM)

Descriptors: Asian Americans/ Bilingual Education/ Educational Needs/ Educational Programs/ English (Second Language)/ Ethnic Groups/ Federal Programs/ Financial Services / *Immigrants/ *Indochinese/ *Information Services/ Language Programs/ Migrant Children/ Migrants/ *Minority Groups/ Program Descriptions/ Program Guides/ Refugees/ *Special Programs/ Special Services

Identifiers: Cambodia/ Indochina/ *Vietnam

ED116821 PS008383

Tips on the Care and Adjustment of Vietnamese and Other Asian Children in the United States.

Miller, Helen M.

Children's Bureau (DHEW), Washington, D.C.

75 30p.

Report No.: DHEW-Pub-No-OHD-75-72

Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (DHEW Publication No. (OHD) 75-72 $0.65)

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

This handbook provides information related to the physical, emotional, and language problems that may face newly adopted Vietnamese or Korean children and their adoptive parents. Cultural differences among Vietnamese, Korean, and American families in such areas as diet, sleeping customs, clothing, child care, communication, toilet habits, and schooling are explained in detail. Suggestions are included for making necessary adjustment periods as easy as possible. A comprehensive collection of general information about possible health problems of the children, with particular emphasis on diseases unique to Asia, is presented. (BRT)

Descriptors: *Adjustment Problems/ *Adopted Children/ Adoption/ Behavior Problems/ Child Care/ *Cultural Differences / Diseases/ Emotional Adjustment/ *Health Needs/ *Indochinese/ Korean Culture/ Language Handicaps/ Non English Speaking/ Parent Child Relationship/ *Parent Education

Identifiers: Korean Children/ *Vietnamese Children/ Vietnamese Culture

ED116489 FL007367

Teaching English to the Vietnamese -- Textbooks. General Information Series, No. 5. Indochinese Refugee Education Guides.

Center for Applied Linguistics, Washington, D.C.

75 11p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

The purpose of this bulletin is to give the American with no prior experience in teaching English as a Foreign Language (EFL) some idea of the range of EFL textbooks, and what they are like. It points out that most EFL texts published in America in the last 15 years are based on the audio-lingual method and that they are developed with one of the following categories of students in mind: (1) elementary students, (2) junior high or high school students, or (3) adults. The bulletin discusses such topics as: (1) what the EFL textbook does for you, the most important things being the sequencing of materials and the selection of vocabulary; (2) materials specifically geared to Vietnamese; and (3) language materials developed for other problems. (Author/TL)

Descriptors: Audiolingual Methods/ Conversational Language Courses/ *English (Second Language)/ English for Special Purposes/ *Indochinese/ Intensive Language Courses/ Language Guides/ Language Instruction/ Language Learning Levels/ Media Selection/ Refugees/ *Resource Guides/ Resource Materials/ *Textbook Content/ Textbook Evaluation/ *Textbook Selection/ Vietnamese/ Vocabulary

ED116482 FL007360

On Keeping Lines of Communication with Indochinese Children Open. Elementary Education Series, No. 1. Indochinese Refugee Education Guides.

Center for Applied Linguistics, Washington, D.C.

75 6p.; For related documents, see FL 007 361-363

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

This guide addresses itself to elementary school teachers who may have Vietnamese and/or Cambodian children in their classes. The guide gives pointers on how to establish and maintain communication with the children and emphasizes the important role the teacher will play in the children's happiness and success in this country. The following suggestions are made: (1) use the services of a Vietnamese-speaking teacher or teacher aide, if one is present in the school; (2) use peer group instruction in the child's language wherever possible; (3) both English-speaking teachers and students in class would do well to learn a little Vietnamese or Cambodian; (4) use simple and basic English in talking with the child; and (5) teach him English as a second language as efficiently and as rapidly as possible. An annotated bibliography follows the text. (Author/TL)

Descriptors: Acculturation/ Annotated Bibliographies/ Biculturalism/ Bilingual Education/ Cambodian/ *Elementary Education/ Elementary School Teachers/ English (Second Language)/ *Indochinese/ Language Instruction/ Peer Teaching/ *Refugees/ *Student Teacher Relationship/ Teacher Aides/ Teacher Attitudes/ Teacher Role/ *Teaching Guides/ Teaching Methods/ Vietnamese

ED116481 FL007359

Meeting the English Language Needs of Indochinese Students. Educational Administrator Series, No. 2. Indochinese Refugee Education Guides.

Center for Applied Linguistics, Washington, D.C.

75 12p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

This guide is intended to assist school administrators in their initial planning for meeting the needs of Vietnamese and other Indochinese refugees entering their schools. To insure that the students can participate in the activities of the school and community as rapidly as possible, teaching the English language must be given high priority, and at the same time the students' cognitive development must be monitored. The guide answers the following questions: (1) Can the school expect Indochinese children to adjust to the school without special provision? (2) How much English can we expect Vietnamese students to know when they come to the school? (3) What models exist for organizing instruction in English for speakers of another language? (4) How much time should be budgeted for the teaching of English? (5) What pitfalls should a school avoid in attempting to meet the English needs of Indochinese students? (6) Where can a school turn for help in teaching English to Vietnamese students? An annotated bibliography follows the text. (Author/TL)

Descriptors: Acculturation/ Administrator Guides/ Annotated Bibliographies/ Biculturalism/ *Bilingual Education/ Cambodian/ *Curriculum Guides/ Curriculum Planning/ Educational Administration/ *English (Second Language)/ *Indochinese/ Language Instruction/ *Refugees/ School Administration/ Social Integration/ Vietnamese

ED116477 FL007355

English as a Second Language in Kindergarten--Teaching Pronunciation and Grammar. Preschool Education Series, No. 2. Indochinese Refugee Education Guides.

Center for Applied Linguistics, Washington, D.C.

75 6p.; Adapted from "Teaching English as a Second Language in the Kindergarten," by Muriel Saville-Troike; For related documents, see FL 007 354-357

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

The sequence in which sounds, structures, and vocabulary are presented is important in teaching a second language efficiently. The guidelines given here for the teaching English pronunciation and grammar in the kindergarten are based on that premise. The guidelines are given in four sections: (1) general, for all direct language instruction; (2) how to teach the sounds of English, including suggestions for drills; (3) various structured activities for teaching the sentence patterns of English; and (4) language drills and games for the teaching of pronunciation difficulties specific to Vietnamese students. (TL)

Descriptors: Class Activities/ Classroom Games/ *English (Second Language)/ Grammar/ *Indochinese/ Interference (Language Learning)/ *Kindergarten/ Language Instruction/ *Pattern Drills (Language)/ Phonology/ Preschool Education/ Pronunciation/ Pronunciation Instruction/ Refugees/ Sentence Structure/ Speaking Activities/ Substitution Drills/ *Teaching Guides/ Teaching Methods/ Vietnamese

ED116476 FL007354

English as a Second Language in Kindergarten--Orientation and Scheduling. Preschool Education Series, No. 1. Indochinese Refugee Education Guides.

Center for Applied Linguistics, Washington, D.C.

75 4p.; In part extracted from "Teaching English as a Second Language in the Kindergarten," by Muriel Saville-Troike; For related documents, see FL 007 355-357

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

This guide is addressed to teachers and/or school administrators who may have non-English-speaking Vietnamese and Cambodian children in their classrooms. The guide describes certain interference problems involved in learning a second language, as well as a number of psychological and cultural factors affecting the learning process. A suggested schedule and organization of instruction and specific activities and techniques for teaching English as a second language at the kindergarten level are also presented. (TL)

Descriptors: Cambodian/ Class Activities/ Class Organization / Classroom Techniques/ *English (Second Language)/ *Indochinese/ Interference (Language Learning)/ *Kindergarten/ *Language Instruction/ Non English Speaking/ Preschool Education/ Refugees/ Scheduling/ Second Language Learning/ *Teaching Guides/ Teaching Methods/ Vietnamese

ED113933# FL007099

Your New Country: A Guide to Language and Life in the U. S. A.

American National Red Cross, Washington, D.C.

75 96p.

Available from: Local Red Cross Chapters; Single copies may be requested from the American National Red Cross, National Headquarters, Personnel Training and Development, Washington, D.C. 20006 (free of charge)

Document Not Available from EDRS

This book is intended to help Vietnamese people who have recently arrived in this country. It provides phrases the refugees will need in their initial contacts with Americans. The subject matter provides some basic facts about the U.S. and the way Americans live, and covers as wide a range as possible of the situations that the Vietnamese will encounter. The book comprises the following twelve sections: (1) meeting people, (2) asking questions, (3) making conversation, (4) home and family, (5) food, (6) health, (7) the community, (8) traveling, (9) education, (10) government, (11) religion, and (12) how Americans spend their time. The guide begins with the most fundamental conversational problems and then progresses to more sophisticated information. Each phrase, sentence, or paragraph in the book is printed in both English and Vietnamese, with the exception of short statements in Vietnamese only that give instructions for using the book. However, the book was designed to be used by a Vietnamese person in conjunction with an English-speaking person. An appendix entitled "Useful Information" gives numbers, time, days of the week, seasons and months of the year, weights and measures, clothing sizes, and temperature measures. An English-Vietnamese dictionary and a Vietnamese-English dictionary conclude the publication. (TL)

Descriptors: *American Culture/ American English/ Cultural Awareness/ Cultural Differences/ Daily Living Skills/ Dictionaries/ *English (Second Language)/ Instructional Materials/ *Language Guides/ Language Instruction/ *Refugees/ Relocation/ Second Language Learning/ Social Adjustment/ Social Characteristics/ *Vietnamese

ED112659 FL007117

English for Vietnamese Speakers. Vol. 2. Grammar.

Thompson, Lionel G.

Southeast Asian Regional English Project, Saigon (South Vietnam).

60 236p.; For related documents, see FL 007 114-116

Sponsoring Agency: Michigan Univ., Ann Arbor.

EDRS Price MF-$0.76 HC-$12.05 Plus Postage

This is the second in a four-volume experimental series of instructional materials on English for Vietnamese speakers. The present volume deals specifically with grammar. The aim of the grammar lessons is to give the students a thorough command of spoken English. The lessons are based on a comparison of English and Vietnamese grammatical structures as revealed through linguistic analysis. The technique of presenting and drilling the patterns is similar to that used in the texts developed at the English Language Institute of the Univ. of Michigan. The accompanying volumes that deal with pronunciation and pattern drills are recommended as additional tools. This volume is divided into thirty-two lessons, in order of increasing difficulty. Grammar points are introduced and drilled separately. It is assumed that the new lexical items in each lesson will be introduced before the lesson is approached. A teacher's guide follows the body of the text. (Author/CLK)

Descriptors: Contrastive Linguistics/ *English (Second Language)/ *Grammar/ *Instructional Materials/ Language Instruction/ Language Patterns/ Language Skills/ *Oral English / Second Language Learning/ Teaching Guides/ Teaching Methods/ Textbooks/ *Vietnamese

ED112658 FL007116
English for Vietnamese Speakers. Vol. 3. Pattern Practice. Experimental Edition.
Durling, Donald
Southeast Asian Regional English Project, Saigon (South Vietnam).
60 257p.; For related documents, see FL 007 114, 115, and 117
Sponsoring Agency: Michigan Univ., Ann Arbor.
EDRS Price MF-$0.76 HC-$13.32 Plus Postage
This is the third in a four-volume experimental series of instructional materials on English for Vietnamese speakers. The structure of this volume follows that of Volume II - Grammar, and provides additional pattern practice for the grammar points as they are treated in that volume. A booklet containing eleven charts designed for vocabulary and grammar practice follow the body of the text. (CLK)
Descriptors: Contrastive Linguistics/ *English (Second Language)/ Grammar/ *Instructional Materials/ Language Instruction/ Language Skills/ *Oral English/ *Pattern Drills (Language)/ Phonology/ Pronunciation/ Second Language Learning / Teaching Methods/ Textbooks/ *Vietnamese

ED112657 FL007115
English for Vietnamese Speakers. Vol. 1. Pronunciation. Teachers Guide with Accompanying Students Guide. Experimental Edition.
Campbell, Russel N.
Southeast Asian Regional English Project, Saigon (South Vietnam).
60 151p.; For related documents, see FL 007 114, 116 and 117
Sponsoring Agency: Michigan Univ., Ann Arbor.
EDRS Price MF-$0.76 HC-$8.24 Plus Postage
This is the first in a four-volume experimental series of instructional materials on English for Vietnamese speakers. This volume deals specifically with pronunciation. The lessons are based on a systematic comparison between the Vietnamese and English sound systems, including intonation and stress patterns; the theoretical basis for the comparison is the theory of Kenneth L. Pike. A specific method for presenting sounds to the students is outlined, stressing the fact that the teaching of pronunciation should be systematic. Learning proper pronunciation will improve other skills, such as reading and writing. There are thirty-two lessons, each containing a teacher's guide for presenting and teaching the material and a student's guide for pronunciation practice. (CLK)
Descriptors: *English (Second Language)/ *Instructional Materials/ Language Instruction/ Language Skills/ Oral English / Pattern Drills (Language)/ Phonology/ *Pronunciation/ Second Language Learning/ *Teaching Guides/ Teaching Methods/ Textbooks/ *Vietnamese
Identifiers: Pike (Kenneth L)

ED110594 95 UD015500
The Education of Asian Americans: A Bibliography. Urban Disadvantaged Series, No. 43.
Jayatilleke, Raja
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Aug 75 54p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: NE-C-400-74-0008
Available from: Institute for Urban and Minority Education, Box 40, Teachers College, New York, New York 10027 ($2.50, paper)
EDRS Price MF-$0.76 HC-$3.32 PLUS PDSTAGE
This partially annotated bibliography on the education of Asian Americans is said to serve the purpose of contributing to the understanding of a mostly heterogeneous population that includes subgroups such as Filipinos, Chinese, Japanese, Koreans, East Indians, Vietnamese, Indonesians, and others. Documents on these Asian American ethnic groups and their education were identified by means of a computer search of the ERIC data base through 1974 and a manual search of items from January 1975 through July 1975. Brief annotations accompany documents drawn from this source. Most of the other references were said to be found in journals, books, documents, and reports not in the ERIC system, and are unannotated. The 396 items are arranged in alphabetical order by author, editor, compiler, or institutional source, and cover such areas as educational status, bilingual education, the effects of family life, effects of migration, adjustment problems, race relations, and personality characteristics. A subject index to the citations is included. (Author/AM)
Descriptors: *Annotated Bibliographies/ *Asian Americans/ Bilingual Education/ Chinese Americans/ *Educational Problems/ *Educational Status Comparison/ Ethnic Groups/ Family Background/ Filipino Americans/ Japanese Americans/ Korean Americans/ Migration/ Minority Groups
Identifiers: Burmese Americans/ Cambodian Americans/ Hawaiians/ Indonesian Americans/ Malayan Americans/ Samoan Americans

ED108519 FL006991

A Selected Annotated Bibliography for Teaching English to Speakers of Vietnamese. Vietnamese Refugee Education Series, No. 4.

Robson, Barbara, Comp.; Sutherland, Kenton, Comp.

Center for Applied Linguistics, Washington, D.C.

Aug 75 68p.

Available from: Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia, 22209 ($1.50)

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

This annotated bibliography represents a selection of materials which are of most immediate practical relevance and utility to those concerned with the English language education at all levels of refugees from Indochina, particularly Vietnam. An effort was made to include a basic and up-to-date selection of professional materials for those with little prior preparation in this area. Availability was another criterion in selecting the materials. Materials on Vietnamese language and culture are also included, because it is felt that English instruction should be carried out in a context sensitive to the cultural shock of the refugee, and because it is felt that a bilingual or a bilingual support program is in the long run the best approach to the instruction of the refugee. Materials are listed under the following headings: materials for children, including audiovisual aids; materials for adults; dictionaries and reference materials; vocational English; adult basic literacy materials; testing materials; linguistic and cultural reference materials; and references for teachers. (Author/AM)

Descriptors: Adult Basic Education/ Adult Education/ *Annotated Bibliographies/ Audiovisual Aids/ Bilingual Education/ Cultural Background/ Elementary Secondary Education / *English (Second Language)/ English for Special Purposes/ Higher Education/ *Instructional Materials/ Language Instruction/ Language Tests/ Non English Speaking/ Reading Materials/ Reference Materials/ *Resource Materials/ Testing/ Textbooks/ *Vietnamese

ED107129 FL006885

Needed Materials for Instruction in Languages of Southeast Asia.

Gething, Thomas W.

73 7p.; Paper presented at the Conference on Material Development Needs in the Uncommonly Taught Languages: Priorities for the 70s (Columbia, Maryland, Sept. 29-Oct. 2, 1974); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE

This paper is a preliminary attempt to identify important gaps in instructional materials for Southeast Asian languages. The need for instructional materials is detailed for: Burmese, Cambodian, Indonesian/Malay, Lao, Tagalog, Thai, and Vietnamese. Attention is drawn particularly to the need for integrated audiovisual materials, materials on nonverbal communication, and standardized tests. Both national and transnational concerns are felt to justify continued attention to the languages of Southeast Asia. (Author/AM)

Descriptors: Audiovisual Aids/ Austro Asiatic Languages/ Bilingual Education/ Burmese/ Cambodian/ Dictionaries/ Educational Needs/ Indonesian/ *Indonesian Languages/ Information Needs/ *Instructional Materials/ *Language Instruction/ Lao/ Malay/ Material Development/ *Sino Tibetan Languages/ Standardized Tests/ Tagalog/ Thai/ *Uncommonly Taught Languages/ Vietnamese

Identifiers: *Neglected Languages Materials Conference 1974

ED102882 FL006832

ERIC Materials Relating to Vietnamese and English. CAL-ERIC/CLL Series on Languages and Linguistics, No. 18.

DeCamp, Jennifer

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

May 75 8p.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

This collection of abstracts taken from issues of Resources in Education and Current Index to Journals in Education was compiled in response to the sudden and intense demand for information and materials resulting from the arrival in the United States of thousands of Vietnamese refugees. There is more material here on the teaching of Vietnamese to speakers of English than on the teaching of English. However, it was felt that the Vietnamese language materials could be useful, especially in matters of cultural content, to developers of instructional materials in English. Each entry appears exactly as it did in the particular issue of RIE of CIJE, including the abstract or annotation and availability information. (AHR/PMP)

Descriptors: *Annotated Bibliographies/ Culture/ Descriptive Linguistics/ *English (Second Language)/ Instruction/ Instructional Materials/ *Language/ Linguistic Theory/ Second Language Learning/ Teaching Methods/ Textbooks/ *Vietnamese

ED089555 FL004888
English for Speakers of Vietnamese/Tieng Anh Cho Nguoi Viet. American Council of Learned Societies Program in English as a Foreign Language.
Gage, William W.; And Others
American Council of Learned Societies, New York, N.Y.; Spoken Language Services, Inc., Ithaca, N.Y.
55 390p.
Available from: Spoken Language Services, Inc., P. O. Box 783, Ithaca, N. Y. 14850 ($8.00)
EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE
This text is designed for teaching English as a foreign language to Vietnamese. The book is in Vietnamese; only the structures being taught are in English. In each of the 20 units there are numerous pronunciation exercises, substitution drills, dialogues, and vocabulary exercises. Also included are an index to grammar points and an index to the vocabulary introduced in the text. (HW)
Descriptors: Dialogue/ *English (Second Language)/ Grammar/ Instructional Materials/ *Language Instruction/ Language Patterns/ Oral English/ Pronunciation Instruction/ *Second Language Learning/ *Textbooks/ *Vietnamese/ Vocabulary Development

ED060136 UD012052
Oriental-Americans: An Annotated Bibliography. ERIC-IRCD Urban Disadvantaged Series, Number 26.
Duphney, Lorna
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Feb 72 29p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
This bibliography is another in a continuing series of ERIC/IRCD publications intended to retrieve references to recent journal articles, addresses, books, and project reports focusing on the social, political and educational development of various United States minority groups. Major emphasis is given to material, published since 1960, regarding Japanese-Americans and Chinese-Americans since the bulk of the literature on Orientals deals with these two groups. The biblicgraphy's organization is similar to the general pattern of the literature: first, articles about social, economic and educational development , with educational development being most recently emphasized. With respect to geographical location, literature initially focuses on Orientals living in their homelands, and later turns to Oriental and American comparisons, and lastly to Orientals living in the United States. Because of the general scarcity of recent literature on this subgroup, some dissertations are included in this bibliography. An effort has been made to provide detailed annotation and where possible, complete abstracts and alternative sources. ED numbers following some items indicate that the reference is also available from the ERIC system. (Author/JM)
Descriptors: *Annotated Bibliographies/ *Chinese Americans/ Cultural Factors/ *Disadvantaged Youth/ Employment/ English (Second Language)/ *Ethnic Studies/ Family Background/ Immigrants/ Intergroup Relations/ *Japanese Americans/ Population Trends/ Psychological Characteristics/ Sex Differences/ Socioeconomic Influences

Part Five consists of the following chapters:

11. Models and Theories
12. Program Descriptions

Much has been written about bilingual education "models." To a large extent the nature of a model is determined by the philosophy of bilingual education that it tries to implement, so the reader might find it appropriate to consider Chapter 13 along with Chapter 11.

A separate chapter is devoted to descriptions of bilingual education programs; however, some documents that treat only Native American programs or Asian programs are included in either Chapter 9 or Chapter 10. It is readily apparent that a great many of the program descriptions are of Spanish bilingual programs. The reason is simply that Spanish is the most common language in the United States, other than English. Much of the experience of Spanish programs is relevant to any bilingual program, regardless of language; hence their inclusion here.

Part V. Bilingual Education Models and Programs

Chapter 11. Models and Theories

Some Questions You Should Ask

1. What is the difference between the ''assimilationist'' and the ''pluralistic'' philosophies?
2. What is the difference between ''transfer,'' ''maintenance,'' and ''enrichment'' approaches?
3. How does the choice of a model affect curriculum design and instructional organization?
4. How many years should students be enrolled in a bilingual program?
5. How is the concept of ''global education'' related to bilingual education? What about ''international education?''

Chapter 11. Models and Theories

EJ198379 PS507429
Models of Bilingual Education: Comparisons of Effectiveness.
Moore, Fernie Baca; Parr, Gerald D.
Elementary School Journal, v79 n2 p93-97 Nov 1978 Nov78
Reprint: UMI
Language: ENGLISH
Measures and compares the effectiveness of four programs in one school district: a maintenance bilingual program, a transitional bilingual program, a minimal bilingual program, and a nonbilingual program. (CM)
Descriptors: *Academic Achievement/ *Bilingual Education/ *Comparative Analysis/ Elementary Education/ *Elementary School Students/ *Program Effectiveness/ *Program Evaluation/ Research

EJ162460 FL510170
Comparison of Instructional Models for Immigrant Education
Guldemond, Mary
TESL Talk, 7, 4, i2-i6 Sep 76
This paper outlines four existing policies for setting up language programs for immigrants: (1) total withdrawal; (2) absence of policy; (3) partial integration; and (4) total integration. The strengths and weaknesses of each approach are analyzed. (CFM)
Descriptors: *Language Programs/ *English (Second Language)/ *Second Language Learning/ *Immigrants/ *Program Evaluation/ *Program Design/ Language Instruction/ Educational Policy/ Elementary Secondary Education/ Educational Objectives
Identifiers: Canada

ED161263# FL009664
The "L" Connection: The Interdependence of Second Language Programs. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.
Kunkle, John F.
American Council on the Teaching of Foreign Languages, New York, N.Y.
77 26p.
Available from: Not Available Separately; See FL 009656
Document Not Available from EDRS.
Language: English
Geographic Source: U.S./ Louisiana
A discussion of programs in foreign language, bilingual/bicultural education, and English as a second language (ESL) considers the unique aspects of each program, what they have in common, and areas in which closer cooperation might be developed. Foreign (or second) language programs are characterized by an attempt to give students some proficiency in one or more of the four language skills and also perhaps to increase their acquaintance with and appreciation for the populations that speak the target language. ESL programs are designed for those who do not speak or understand English well enough to perform at grade level in the classroom. In bilingual/bicultural education, two languages and cultures are developed simultaneously: English and the student's native tongue. Four distinctive types of bilingual/bicultural programs that have been delineated are transitional bilingualism, monoliterate bilingualism, partial bilingualism, and full bilingualism. Commonalities of the programs are specified for language skills, everyday culture, "belletristic" culture, and curriculum integration. Suggested areas in which cooperation is possible are in obtaining financial support, sharing resources, teacher training and personnel, material development and distribution, making use of research, sharing career education materials and testing materials, incorporating classroom techniques, and publicizing language programs. It is cautioned that a fusion of the programs may work to the disadvantage of one or more of the individual programs, particularly if there is a sudden decline in public support. (SW)
Descriptors: *Bilingual Education/ Comparative Analysis/ Cooperative Programs/ *Cultural Education/ Educational Objectives/ Elementary Secondary Education/ *English (Second Language)/ Higher Education/ *Language Instruction/ *Language Programs/ Language Skills/ Models/ Program Descriptions/ *Second Language Learning/ Shared Services

ED129084 FL008010

Bilingual Education Models.

New Mexico State Dept. of Education, Santa Fe. Bilingual Teacher Training Unit.

76 14p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

There is some disagreement among educators and theoreticians concerning the definition of bilingual education. The Department of Education of the State of New Mexico has set forth two plans designed to establish a clear position for any local school district in the matter of bilingual education. The first model, full acculturation, represents a transitional program which uses the child's language and culture as "conceptual bridges" for an all-English curriculum. This plan is not used to maintain and expand the home language or culture of the non-Anglo American community. The second model, language and cultural maintenance, has as its purpose the maintenance and further development of the non-English language and culture of the students. It offers a richer education for the English-speaking student, as well. The importance of community involvement is emphasized no matter which bilingual model is chosen. This report includes suggestions for curriculum components and four time and content models. (CFM)

Descriptors: *Biculturalism/ *Bilingual Education/ *Bilingual Schools/ Bilingual Students/ Cultural Pluralism/ Educational Policy/ Elementary Secondary Education/ *English (Second Language)/ *Instructional Design/ Language Instruction / *Language Programs/ Non English Speaking/ Second Language Learning

Identifiers: *Instructional Models/ New Mexico

ED127066 RC009343

A Model for the Description, Analysis, and Perhaps Evaluation of Bilingual Education. Navajo Reading Study Progress Report No. 23.

Spolsky, Bernard; And Others

New Mexico Univ., Albuquerque. Navajo Reading Study.

Feb 74 41p.; For related documents, see ED 069 461, ED 078 715, and RC 009 342-346

Sponsoring Agency: Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.; Ford Foundation, New York, N.Y.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

The model attempts to map all relevant factors onto a single integrated structure and to suggest some of the interaction lines. Based on a hexagonal figure, each side represents a set of factors which may have a bearing on, or be affected by, the bilingual program's operation in a particular situation--psychological, sociological, economic, political, religio-cultural, and linguistic. A seventh set of factors are the educational ones. The model comprises three of the hexagons. Representing the total situation of a community before the program's introduction, the first hexagon includes any relevant socio-educational entity, ranging from a village or neighborhood through a school district, a geographically-focused ethnic group, province, region, or nation. The second one deals with those factors which are more or less controlled by the people administering the program, or which may be directly influenced by the program's operation--i.e., the sources of the program's basic needs, the constraints within which the administrators have to work, the program's contribution to the community, and potential reasons for the program's failure. The third hexagon sets out the program's effects which may be on the individual participant or on the community at large. This report discusses the model, exemplifies the various factors, and outlines the interrelations between factors within and between the hexagons. (NQ)

Descriptors: *American Indians/ *Bilingual Education/ Community Involvement/ Cultural Factors/ Educational Planning/ Evaluation Criteria/ Language Attitudes/ *Models/ Needs Assessment/ Organizational Theories/ *Performance Criteria/ Policy Formation/ Political Influences/ *Program Evaluation/ Psychological Needs/ Socioeconomic Influences

Identifiers: Navajo Reading Study

ED125260 FL007624
A Study of the Effectiveness of the Connecticut "Pairing" Model of Bilingual-Bicultural Education.
Plante, Alexander J.
Connecticut Staff Development Cooperative, Hamden.
Jan 76 46p.
Sponsoring Agency: Hamden-New Haven Cooperative Education Center, Conn.; Hazen Foundation, New Haven, Conn.; Office of Education (DHEW), Washington, D.C.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
A study was made to determine the effectiveness of the Connecticut "pairing" model in improving the school success of Spanish-dominant children classified as low achievers. The study was concerned with whether a carefully designed model of bilingual-bicultural education can improve reading, arithmetic and language arts skills and enhance the self-concept of Spanish-dominant elementary school children. The pairing model consists of one native Spanish-speaking teacher who teaches basic skills in Spanish and an English-speaking teacher who teaches speaking, reading and writing in English. Study methods, scope and statistical findings are reported in detail. It was concluded that the pairing model does increase the Spanish reading achievement of Spanish-dominant elementary school children at a statistically significant level. The model increased English reading achievement at all grades; the increase was statistically significant at the second grade level. Arithmetic and language arts skills were also improved, in comparison with those of children in typical classrooms. In addition, evidence indicates that the pairing model did enhance the development of a positive self-concept in the Spanish-dominant children, who exhibited less negative behavior than their control group counterparts. It is recommended that the pairing model be introduced into all school districts and that teacher preparation institutions establish appropriate training to produce competent staff for such programs. (CHK)
Descriptors: Academic Achievement/ Basic Skills/ Biculturalism/ *Bilingual Education/ Bilingual Students/ Disadvantaged Youth/ Elementary Education/ English (Second Language)/ *Low Achievers/ Program Effectiveness/ *Program Evaluation/ Puerto Ricans/ Reading Skills/ *Spanish Speaking/ Student Improvement/ *Teaching Models
Identifiers: *Connecticut

ED117452 CE006105
Aim and Goals for Bilingual-Bicultural Education: Short-Term and Long-Term Aspects.
Johannesson, Ingvar
Lund Univ. (Sweden). Dept. of Education.
75 14p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage
Due to increasing numbers of immigrants since 1960, especially Finnish children, Sweden began to establish instructional objectives and policies for immigrant children. Stated aims clearly stress that the primary aim in the teaching of immigrant children in Swedish schools is to promote bilingualism. While the short-term aim is to produce functional bilingualism (equal ability to speak and read both languages), the long-term aim is to equalize the learning opportunities for these children in the regular school system. V. P. John and V. M. Herner (1971) propose four models of bilingual education: informal, supplementary, transition, and two-way. The Swedish model is a transition model which uses the native language as a bridge to the national language. The mother tongue (Finnish) is developed to a relatively high degree during pre-school years and the first two years in the compulsory school; Swedish is given subordinate importance until grade 3 when training in the national language is necessary. The objective is to reach functional bilingualism by the end of grade 3. Development in the native language after age 10 is highly dependent upon the individual child and parental support. (EA)
Descriptors: *Bilingual Education/ *Bilingualism/ *Educational Objectives/ *Elementary Education/ Equal Education/ *Foreign Countries
Identifiers: *Sweden

ED110203 RC008625
Education for a Complex World: A Rationale and Model for Bilingual/Bicultural Education.
Cortada, Rafael L.
14 Jun 75 22p.; Paper presented at the Symposium on Bilingual/Bicultural Education: Effects on the Language, Individual and Society, June 12-14, 1975, El Paso, Texas
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Bilingual/bicultural education can be of benefit to all students, whatever their dominant language. In El Paso County (Texas), 56.9 percent of the population is Spanish surnamed; New York City has over 2 million Spanish surnamed people. These citizens are consumers and contributors of service in both the public and private sectors. Every professional able to offer service to clients in more than one language, as the need arises, is of far greater value. Recently there has been a slight resurgence of bilingual education in the United States, although too little is being offered in most areas to meet any existing need. Bilingual/bicultural education is generally defined as "a curricular model through which the student is made competent to function socially and professionally in 2 languages, and further, becomes sensitive to the cultural, behavioral, and attitudinal ramifications of each". When considered in these terms, the goal of instruction is not merely remediation, but the full development of the student. Therefore, the cultural component in bilingual education is, in every sense, essential. This paper discusses the rationale for a bilingual/bicultural program. A model for such a program is briefly described. (NQ)
Descriptors: Acculturation/ *Bilingual Education/ Bilingualism/ Curriculum/ Definitions/ Educational Development / *Educational Theories/ *Language Instruction/ *Models/ *Second Language Learning/ Spanish Speaking

ED097157 RC008165
Models of Bilingual Education, Grades K-3, for a Planned Variation Study.
Bernal, Ernest M., Jr.
Southwest Educational Development Lab., Austin, Tex.
Apr 74 54p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
The Office of Economic Opportunity (OEO) and, most recently, the National Institute of Education (NIE) have been involved in contemplating a national planned variation study of bilingual education. In order to determine the feasibility of such a massive study, several approaches to bilingual education, with emphasis on bicultural as well as bilingual considerations, were developed. Next, usable models were extracted and cast into a planned variation experimental design. It was specified that these models represent a theoretical or methodological base, embody an observably distinct approach to education, be operational long enough to make a difference in the children's academic competencies (in this case K-3), and have reasonable possibilities of acceptance by the professional and ethnic communities having to implement and support them. The four models delineated shared the following characteristics: (1) affective, academic, and linguistic objectives on which to base lesson sequences and content, student placement, and progress; (2) growth in both English and Spanish language proficiency; (3) provision for staff training, classroom materials, and community participation at each site; (4) specific strategies relating to awareness of and respect for the cultural, linguistic, and social variables of the installation site; and (5) specific methods for assessing these strategies and objectives and for monitoring the installation and its effects on the population. The models are: the Behaviorist Model, the Immersion Model, an Eclectic Model, and a Child-Centered Model. (NQ)
Descriptors: *Bilingual Education/ *Early Childhood Education/ *Educational Theories/ *Evaluation Criteria/ Feasibility Studies/ Learning Theories/ *Models/ Primary Grades/ Research Methodology/ Second Language Learning/ Spanish Speaking

ED091073 PS007269
Programs of Model Day Care Child Development Centers for Mexican Americans, Native Americans, and Puerto Ricans.
Interstate Research Associates, Inc., Washington, D.C.
30 Sep 72 292p.; Pages 135-164 have been filmed from best available copy
Sponsoring Agency: Office of Child Development (DHEW), Washington, D.C.
EDRS Price MF-$0.76 HC-$14.59 PLUS PDSTAGE
This exploratory study is the result of a joint effort of three bilingual communities in the United States (Native Americans, Chicanos, and Puerto Ricans), to identify factors contributing to the effectiveness of day care child development programs and to delineate the needs of those serving bilingual bicultural children. The report is divided into three sections which separately analyze selected bilingual bicultural, day care programs. General recommendations are to: (1) build on the strengths of the family cultural life styles, (2) maintain the home language and culture, (3) center decision-making responsibility in the parents of the children in the program, (4) develop staffing patterns which reflect the enrollment of the children on a parity basis, and (5) reject curriculum models which attempt assimilation through integration theories. Basically, this report calls for the utilization of the rich culture and language of the home environment in any bilingual, bicultural, early childhood education program. (CS)
Descriptors: American Indian Culture/ *Biculturalism/ *Bilingual Education/ Cultural Factors/ Culture Conflict/ *Day Care Services/ Early Childhood Education/ Family Environment/ Latin American Culture/ Mexican Americans/ *Program Improvement/ *School Community Relationship

ED084923 FL004643
Development of Bilingual/Bicultural Education Models. Final Report.
Baratz, Joan C.; And Others
Education Study Center, Inc., Washington, D.C.
73 191p.
Sponsoring Agency: Office of Economic Opportunity, Washington, D.C.
EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE
This report discusses the development of bilingual/bicultural education models. Included is information concerning the goals of bilingual education, six models of program realization, and problems and possibilities in implementing the models. Also included are footnotes and a bibliography. The appendixes present various articles: "A Brief Survey of Selected Bilingual Programs and Curricula," by Judith Perez de Heredia; "The Descriptive Analysis, Establishment, and Measurement of "Bilingual" Verbal Behavior," by Stanley Sapon; "Bilingual Education: An International Perspective," by Charles Ferguson, Catherine Houghton, and Marie Wells; "Pedagogical Models of Bilingualism--A Sociolinguistic Appraisal," by William Stewart, and "Biculturalism-Bilingualism," by Harvey Sarles. Not available in hard copy due to marginal legibility of original document. (SK)
Descriptors: *Biculturalism/ *Bilingual Education/ *Bilingualism/ Bilingual Schools/ Bilingual Students/ Community Development/ Educational Needs/ Educational Policy/ *Educational Programs/ Educational Strategies/ Language Planning/ *Language Programs/ Language Role/ Minority Groups/ Non English Speaking/ Second Language Learning/ Sociolinguistics

ED080261# RC007192
Bilingual/Bicultural Education Models. Final Report.
Martinez, Frank; And Others
Northwest Regional Educational Lab., Portland, Oreg.; Valley Migrant League, Salem, Oreg.
7 Feb 73 176p.; Written in both English and Spanish
Sponsoring Agency: Office of Economic Opportunity, Washington, D.C.
Report No.: OEO-00720-OED-LN-1379
Available from: National Technical Information Service, Springfield, Va. 22151 (PB-220 771, MF $1.45, HC $3.00)
Document Not Available from EDRS.
Written in English and Spanish, this report presents program models for bilingual and bicultural education. It includes migrant community discussions of problems and opportunities for these; general goals and anticipated outcomes; language policy; and curriculum models in Idaho, Oregon, and Washington. Given are summary statements, prepared by 5 theory and research consultants, pertaining to: theory and research base for bilingual, bicultural education models; sociolinguistics; child development and language learning; behavior modifications; community development; and a humanist perspective. Group discussions topics are: (1) Conflicts and Problems: The Chicano Experience; (2) Discrepancy Between Theory and Practice; (3) Definition of the Need for Bilingual/Bicultural Education in the Northwest; (4) Administration and Classroom Teaching; and (5) The Main Issue: The Principle of Community Control Versus the Principle of Experimental Controlled Variation. Given in the appendix are the roster of input for Idaho, Oregon, and Washington; conference and project goals; sociolinguistic theory and a bilingual/bicultural model; behavior modification and humanist perspectives and bilingual/bicultural education models; early decisions in planning program evaluation studies; and 3 models for variation experiments in bilingual/bicultural education. (NQ)
Descriptors: Attitudes/ Behavior Change/ *Biculturalism/ *Bilingual Education/ Child Development/ Culture Conflict/ *Curriculum/ English (Second Language)/ *Mexican Americans/ Migrants/ *Models/ Socioeconomic Status/ Sociolinguistics

ED066934 FL002365
A Model for the Implementation of the Elementary School Curriculum through Bilingual Education.
LaFontaine, Hernan; Pagan, Muriel
Bilingual School P. S. 25, Bronx, N. Y.
69 13p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
The theoretical teaching model described in this document provides a plan whereby a child entering the Bilingual School in kindergarten and remaining in school through sixth grade will have experienced seven years of bilingual instruction and will be able to receive 50% of his instruction in English and 50% in Spanish. This objective is based on consideration of the child's language dominance and the gradual increase of second language instruction through the grades. Included here are language instruction percentages for each subject area on each grade level in terms of language dominance. The actual model, providing for the necessary gradual adjustment into the theoretical model, is also described in terms of language use and subject area percentages. (VM)
Descriptors: *Bilingual Education/ *Curriculum Design/ Curriculum Development/ *Elementary Grades/ English/ Language Instruction/ Language Proficiency/ Language Programs/ Language Skills/ *Second Language Learning/ Spanish/ Tables (Data)/ *Teaching Models

ED061792 FL002956
Aural-Oral Skills and Different Models of Bilingual Education.
Zirkel, Perry Alan
29 Feb 72 10p.; Paper presented at the Sixth Annual TESOL Convention, Washington, D.C., February 29, 1972
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
This paper seeks to define the program title "Basic Skills in Bilingual Education: Grammar and Pronunciation." The author considers the terms separately. Grammar and pronunciation should perhaps be defined as aural-oral skills to better specify what is involved. Various definitions of bilingual education are discussed, as are the linguistic and sociolinguistic factors that should be considered in a typology of bilingual education. The idea of basic skills in bilingual education programs cannot be limited to language. The output as well as the input of such programs must be seen in terms of concept as well as of language development. Linguistic, sociolinguistic, and educational factors must all be taken into consideration when defining bilingual education. (VM)
Descriptors: *Applied Linguistics/ Basic Skills/ *Bilingual Education/ Bilingualism/ Definitions/ English (Second Language)/ Grammar/ Interference (Language Learning)/ *Language Development/ Language Instruction/ Language Programs/ *Language Skills/ Phonology/ Pronunciation/ Second Language Learning/ *Sociolinguistics/ Syntax/ Teaching Models

ED060751 FL003031
Bilingual and Bidialectal Education: An Attempt at a Joint Model for Policy Description.
Fishman, Joshua A.
Laval Univ., Quebec. International Center on Bilingualism.
Nov 71 12p.; In "Conference on Child Language," preprints of papers presented at the Conference, Chicago, Illinois, November 22-24, 1971, p356-367
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
This paper questions whether the same theoretical model of educational policy decisions can be used for bilingual as well as bidialectal education. Three basic policies are discussed, first in applications for second language learning and then in the field of teaching a second dialect. Generally speaking, the same theoretical models are applicable to both educational problems with variation in administrative units between the two levels. (VM)
Descriptors: *Bilingual Education/ Bilingualism/ Diachronic Linguistics/ *Dialects/ *Educational Policy/ *Language Planning/ Language Programs/ *Languages/ Regional Dialects/ Second Language Learning/ Second Languages/ Sociolinguistics

ED054872 24 PS005098
Early Childhood Programs for Non-English Speaking Children. DCD Topical Paper.
Bernbaum, Marcia
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
May 71 70p.
Sponsoring Agency: National Center for Educational Communication (DHEW/DE), Washington, D.C. Division of Information Resources.; Office of Child Development (DHEW), Washington, D.C.
Bureau No.: BR-0-0288
Contract No.: DEC-0-70-2623(519)
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
Guidelines based on research and reports from bilingual preschool programs are offered to assist teachers and administrators interested in the general problems of bilingualism and bilingual education. In addition to summarizing research and describing existing models for bilingual preschool programs (citing references to additional sources of information) this document lists recommended teacher-administrator handbooks and useful materials for teachers. Model bilingual programs are classified both as to composition of the classes (whether all are non-English speaking or not) and as to approach. Among the program approaches described are the Michigan Oral Language Program for Spanish-speaking migrant children, a nursery school on a Ute reservation in Utah, an elementary school which focuses equally on Navaho and English, and the Tucson Early Education Model of the University of Arizona. The document concludes with a list of reference sources developed during 1965-1970. (WY)
Descriptors: *Bilingual Education/ Bilingualism/ Bilingual Schools/ Bilingual Students/ Educational Policy/ English (Second Language)/ *Guides/ Instructional Aids/ *Non English Speaking/ *Preschool Programs/ Program Descriptions/ *Research / Second Language Learning
Identifiers: Project Head Start

ED047593 FL002132
Early Childhood Bilingual Education.
John, Vera P.; Horner, Vivian M.
Modern Language Association of America, New York, N.Y.
71 207p.
Sponsoring Agency: Ford Foundation, New York, N.Y.
Available from: MLA Materials Center, 62 Fifth Ave., New York, N.Y. 10011 ($4.00)
EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE
This book, written from the viewpoint of both the immigrant and the native-born, provides practical information that is helpful to communities attempting to present their demands for better education more cogently and helps educators meet such demands with appropriate programs. The three major groups most affected by bilingual education programs are identified as the Puerto Rican, the Mexican American, and the American Indian. Contents include sections on: (1) demographic information on minorities, (2) language groups, (3) program descriptions, (4) teacher recruitment, (5) curriculum materials, (6) testing and evaluation procedures, (7) research in bilingual education, and (8) models of bilingual education. (RL)
Descriptors: Behavioral Objectives/ *Bilingual Education/ Bilingual Students/ Bilingual Teachers/ *Early Childhood Education/ Educationally Disadvantaged/ Educational Needs/ Educational Objectives/ Educational Policy/ *English (Second Language)/ Institutional Role/ Language Planning/ Multilingualism/ Non English Speaking/ *Program Descriptions/ Second Language Learning/ Student Needs/ *Teacher Education

ED028017 24 RC003341
Bilingual/Bicultural Education: A Perspective Model in Multicultural America.
Valencia, Atilano A.
Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.
Apr 69 24p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Bureau No.: BR-6-2827
Contract No.: OEC-4-7-062827-3078
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Bilingual/bicultural education, with its focus on the linguistic and cultural needs of America's multicultural population, is emerging as a potential type of educational curriculum. Difficulties encountered by the non-English-speaking child, with instruction presented in a language essentially foreign to him, point to the value of bilingual and cross-cultural education in the instructional program. However, demographic data and careful examination of the educational needs of the children are necessary in ascertaining the type of bilingual program for a geographical area. In this volume, 19 models (some operative, some theoretical) and 9 bilingual programs for Spanish-speaking children are presented to illustrate differences, similarities, and potentialities of the models for implementation elsewhere. (SW)
Descriptors: *Bilingual Education/ Bilingualism/ Compensatory Education Programs/ *Cross Cultural Training/ Cultural Differences/ English (Second Language)/ Experimental Programs/ Mexican Americans/ *Models/ Preschool Programs/ *Program Descriptions/ Program Design/ *Spanish Speaking

Chapter 12. Program Descriptions

Some Questions You Should Ask

1. What programs are in operation elsewhere that are similar to the program in operation in your school?

2. Do any programs exist that approximate what you would ***like*** to see in your school?

3. Are other bilingual programs in Montana of interest to you? If they are, how can you obtain additional information about them?

4. What can you learn from the experience of Spanish bilingual programs? (The largest amount of information available concerns Spanish programs.)

Chapter 12. Program Descriptions

EJ032244 EA501103
One Will Do But We Like Two: The Coral Way Bilingual Pilot Project
Logan, J. Lee
National Elementary Principal, 50, 2. 85-87 Nov '70
Describes how Dade County, Florida, adjusted to the large influx of Cubans. (JF)
Descriptors: *Biculturalism/ *Bilingual Education/ Bilingual Students/ Bilingual Teachers/ Community Action/ Cultural Differences/ Cultural Interrelationships/ *English (Second Language)/ *Spanish Americans/ *Spanish Speaking

ED185404 CE025068
PLESA: Program for Persons of Limited English-Speaking Ability. Ten Case Studies.
Reynolds, Jack; And Others
University Research Corp., Washington, D.C.
78 134p.; Not available in paper copy due to small, light type. For a related document see CE 023 495.
Sponsoring Agency: Employment and Training Administration (DOL), Washington, D.C. Office of Policy, Evaluation and Research.
Grant No.: DOL-20-11-77-31
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Geographic Source: U.S./ District of Columbia
These ten case studies of the Program for Persons of Limited English-Speaking Ability (PLESA) report different approaches to providing training and employment assistance to unemployed persons of limited English-speaking ability. (A summary report of forty-seven projects is available separately. See Note.) The first four describe projects conducted in Tucson, Arizona; New York City; Bergen County, New Jersey; and Laredo, Texas. The remaining six cases describe selected features or components of projects in Los Angeles, San Francisco, and Orange County, California; Honolulu, Hawaii; and Philadelphia and New Holland, Pennsylvania. Each section (case study) begins with a bibliographic data sheet and project profile sheet which outlines target group; objectives; client recruitment, selection, assessment, and counseling; training; job development and placement; follow-up program; supportive services; budget; and outcomes. Topics discussed within the narrative of the case studies include project planning; target groups; project direction, management, and operation; clients and services; English language instruction; occupational skills training; job development and placement; and results. Target groups include Hispanics, Vietnamese refugees, Filipinos, and Russian and Korean immigrants. Occupations trained for include secretarial, electricians' helpers, import-export clerks, Chinese cooks, nursing, and auto mechanics. (YLB)
Descriptors: Adult Basic Education/ Adult Vocational Education/ Asian Americans/ *Bilingual Education/ Career Counseling/ Case Studies/ Delivery Systems/ *Employment Services/ *English (Second Language)/ General Education/ Hispanic Americans/ Job Development/ Job Placement/ Job Skills / *Job Training/ Program Development/ Recruitment/ *Second Language Instruction/ Selection/ Spanish Speaking/ Unemployment/ Unskilled Workers
Identifiers: Arizona (Tucson)/ California (Los Angeles)/ California (Orange County)/ California (San Francisco)/ Comprehensive Employment and Training Act/ Hawaii (Honolulu)/ Limited English Speaking Ability/ New Jersey (Bergen County)/ New York (New York)/ Pennsylvania (New Holland)/ Pennsylvania (Philadelphia)/ Program Persons Limited English Speaking Ability/ Texas (Laredo)

ED185240 CE023495
The PLESA Experience: Training and Employment Services for Persons of Limited English-Speaking Ability.
Reynolds, Jack; And Others
University Research Corp., Washington, D.C.
Dec 78 127p.; Three pages of data tables may not reproduce well due to small type.
Sponsoring Agency: Employment and Training Administration (DOL), Washington, D.C. Office of Policy, Evaluation and Research.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Geographic Source: U.S./ District of Columbia
This report summarizes the Program for Persons of Limited English-Speaking Ability (PLESA) which involved 47 prime sponsors providing training and employment assistance to over 6,000 persons, most of whom were Hispanic or Asian. Focus is on lessons learned that will be useful for developing such programs. Chapters 1 and 2 discuss the background of the PLESA program and highlight the similarities and differences among the projects which improved their clients' English-speaking ability by providing English as a Second Language (ESL) training and in some cases offering occupational skills training and general education courses. Chapters 3-7 describe project planning and organization; client recruitment, selection, counseling, and training (English language and vocational); and job development and placement. Each chapter follows a standard format including a summary introduction pointing out key lessons learned from the PLESA experience and sections dealing with program components. Each section has three parts: a description of approaches used, discussion of issues raised, and list of recommendations. Chapter 8 presents an assessment of the program and a discussion of implications for future programs and policies. Findings reported show that participant job placement was only 39% and job retention was not high; however, it was demonstrated that there is a need; special services are required; and prime sponsors can mount effective programs. The appendixes contain annotated bibliographies of instructional ESL materials and resources. (A report containing ten project case studies is available separately. See Note.) (YLB)
Descriptors: Adult Basic Education/ Adult Vocational Education/ Asian Americans/ *Bilingual Education/ Career Counseling/ Delivery Systems/ *Employment Services/ *English (Second Language)/ General Education/ Hispanic Americans/ *Job Development/ Job Placement/ Job Skills/ *Job Training/ Program Development/ Recruitment/ *Second Language Instruction/ Selection/ Spanish Speaking/ Unemployment/ Unskilled Workers
Identifiers: Comprehensive Employment and Training Act/ Limited English Speaking Ability/ Program Persons Limited English Speaking Ability

ED181123 UD020023
Bilingual-Bicultural Program, Dist. 2, Final Report, 1977-78.
Fox, Louise W.; And Others
Community School District 2, New York, N.Y.
78 42p.; Funded by ESEA Title VII Grant
Grant No.: G007604682
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Geographic Source: U.S./ New York
This report evaluates the bilingual-bicultural program in a New York City School District where more than half the 20,000 school children are of Asian (mostly Chinese-American) or Hispanic background. The goal of the program was to provide for the linguistic and academic needs of these children and to capitalize on their native language proficiency while competency was developed in English. The following factors are analyzed: instructional activities, staff development, community and parent involvement, curriculum development, and resource centers. The involvement and attitudes of teachers in the program are reviewed, with special attention to the usefulness of college courses relating to bilingual education; and a report by an outside observer on the effectiveness of the program is included. The evaluation design and methodology are described. Tables are presented and summarized along with the conclusions reached by the evaluators on the effectiveness of the program. (WP)
Descriptors: *Asian Americans/ *Bilingual Education/ Bilingual Students/ Bilingual Teachers/ *Chinese Americans/ Elementary Education/ *Multicultural Education/ *Spanish Speaking
Identifiers: *Bilingual Education Act 1968/ *New York (New York)

ED161275 FL009784
Longitudinal Study, Title VII Bilingual Program Santa Fe Public Schools, Santa Fe, New Mexico
California State Univ., Los Angeles. National Dissemination and Assessment Center.
Jun 78 50p.
Available from: National Dissemination and Assessment Center, 5151 State University Drive, King Hall C2094A, Los Angeles, California 90032 ($4.95)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Language: English
Geographic Source: U.S./ California
Government: State
A summary report is presented of the program that was begun in 1970 in three elementary schools located in a predominantly Hispanic area of the city. The study is divided into four main headings: program description, evaluation design, findings and limitations. The description of the program includes the cultural and social context; the project staff, which represents varying degrees of bilinguality; the project design; classroom organization; and home language usage. The second section discusses the composition of the control and bilingual groups, data derived from analyses of tests, and performance of students over a six-year period. The findings report on performance and trends in reading and math with reference to a control group within the school district and to two main groups of students -- those who were enrolled continuously in the program for three to five years and those who were enrolled in a given year but who did not qualify for inclusion in the longitudinal groups. The limitations described concern the small sample sizes and the non-random basis of assignment to the bilingual group. The favorable conclusions are reported to be at variance with those of the AIR Study ("The Identification and Description of Exemplary Bilingual Education Programs"). Tables and graphs representing pretest, posttest, mean gains and grade equivalents are appended. (AMH)
Descriptors: *Academic Achievement/ Achievement Gains/ *Bilingual Education/ Bilingualism/ Bilingual Schools/ *Bilingual Students/ Bilingual Teachers/ Classroom Arrangement / Comparative Analysis/ Cultural Context/ Elementary Education / English (Second Language)/ Evaluation Methods/ Language Instruction/ Language of Instruction/ *Longitudinal Studies/ Mathematics/ Program Descriptions/ Program Effectiveness/ *Program Evaluation/ Reading Achievement/ Spanish Speaking/ Statistical Data
Identifiers: Elementary Secondary Education Act Title VII

ED149918 RC010338
Indian Education: Native Bilingual-Bicultural Education Programs.
Department of Indian Affairs and Northern Development, Toronto (Ontario). Education Div.
76 21p.; In French and English
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Describing and defining bilingual-bicultural education, this brief publication is written to encourage the development of Canada Native Bilingual-Bicultural education programs. Specifically, this publication addresses the following: language needs of native peoples; bilingualism defined (functioning in 2 languages); biculturalism defined (functioning in 2 cultures); bilingual-bicultural education defined; the rationale for initiating bilingual-bicultural education (building upon the child's first learning experience, emphasizing pride in culture, etc.); goals of native bilingual-bicultural education (achievement of oral fluency and literacy in 2 languages; improved achievement rates commensurate with age, ability, and grade level in all subject areas; integrated curriculum experience for language and concept development, social living, mathematics, music, environmental studies, health, safety, and aesthetic appreciation; involvement of teachers and staff members in workshops to expand their knowledge of bicultural concepts; involvement of parents and community members in the planning, identification, and development of the bilingual-bicultural program for their children); that which constitutes a good bilingual-bicultural program (choice of language of instruction, choice of program, appointment of small curriculum committees, a resource center, and specialists); planning and initiating a native bilingual-bicultural program (a current list of Canadian Cultural/Education/Centres is presented). (JC)
Descriptors: Academic Achievement/ American Indians/ *Biculturalism/ *Bilingual Education/ *Canada Natives/ *Definitions/ Educational Needs/ *Educational Objectives/ Planning/ *Program Development/ Synthesis
Identifiers: *Canada

ED147062# RC010185
Bilingual Education Plan of the Navajo Nation.
Navajo Tribe, Window Rock, Ariz. Bilingual/Bicultural Curriculum Center.
77 35p.
Available from: Bilingual/Bicultural Curriculum Center, Navajo Division of Education, P.O. Box 308, Window Rock, Arizona 86511 ($6.00)
Document Not Available from EDRS.
Representing the efforts of the Navajo Division of Education in the initial phase of planning and developing the Bilingual/Bicultural Education Program for the Navajo Nation, this document includes rationale, educational philosophy, and program goals. Additionally, it addresses procedures regarding: implementation (needs assessment coupled with commitment to the law); language policy (literacy, status of proposed Navajo Office of Education, staff development, "university of competence", and the Navajo Community College); Navajo area/local communities' assessment; needs assessment and external and internal program evaluation; educational program development (curriculum component, curriculum materials development from schools and centers, field testing, curriculum development center vs local in-school development, and instructional model characteristics--planning and instructional methods); staff development component (personnel training, targeted personnel for training, types of training, orientation, training workshops, cultural awareness workshops, university education--standard, and competency based training). The appendices present: proposed resolution of the Navajo Tribal Council regarding the Navajo language; a language action plan; bilingual definitions; needs assessment; objectives; models (I, II, III, and IV); cooperating agencies; and a time line. As described here, this program is grounded in the belief that language is the key to the preservation of a culture and that firm command of one culture is a prerequisite to successful comprehension of another. (JC)
Descriptors: *American Indians/ *Bilingual Education/ Community Involvement/ *Curriculum Development/ *Educational Objectives/ Educational Philosophy/ Elementary Secondary Education/ Evaluation/ Interagency Coordination/ Models/ *Needs Assessment/ Planning/ Policy Formation/ *Program Development/ Staff Improvement
Identifiers: *Navajo Nation

ED137052 RC009833
Rocky Boy's Elementary School (Rocky Boy, Montana).
Davis, James
7 Apr 77 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Describing the development of Rocky Boy Reservation's American Indian controlled elementary school, this paper addresses the following: Background (the Bureau of Indian Affairs day school era prior to 1960 and the transition in 1970 to a tribally controlled elementary school); Philosophy (equal emphasis on Chippewa-Cree and U.S. culture; parental, student, and community involvement; locally developed and designed curricula; individualized instruction, including study of tribal culture and government and the immediate environment); Program Description (physical education and recreation programs and a history research project funded via Title IV of the Indian Education Act of 1972; remedial reading and home school coordinator programs funded under Title I of the Elementary and Secondary Education Act; and a bilingual program); Governance (support by the state of Montana for local control; an all Indian Board of Trustees; and role clarification for the superintendent, principal, and school board members); Financing (a $1,000,000 budget supported by a 25% Federal contribution under Public Law 874, categorical Federal grants, limited state funds, and no tax effort); Staffing Problems (development of a locally based teacher education program to counter the problems of isolated geographic location and poorly prepared Anglo teachers); Effects of Indian Control (enhanced self images and greater participation producing a model school). (JC)
Descriptors: Administrative Policy/ *American Indians/ Biculturalism/ Bilingual Education/ Budgets/ *Community Involvement/ Educational Objectives/ Educational Philosophy/ *Elementary Schools/ Federal Aid/ Federal Legislation/ Financial Support/ Models/ *Program Descriptions/ Program Development/ *Reservations (Indian)/ *School District Autonomy / Teacher Education
Identifiers: Chippewas/ Crees/ Montana/ *Rocky Boys Reservation MT

ED131160 UD016561
The Syracuse ESL Center for Refugee Children.
DeLaney, Pat
New York State Education Dept., Albany.
Feb 76 10p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Anticipating the arrival of Southeast Asian refugee students for the 1975-76 school year, the Syracuse School District established, as part of the Special Needs Program, an English as a Second Language (ESL) program. The students were given intensive, half-day ESL instruction at a center and attended classes with their American peers at their home school for the remainder of the day. The students' families were from every extreme of Vietnamese and Cambodian society. The students were 5-17 years old. With extreme differences in educational backgrounds and needs, and with the wide age span, every possible ESL approach was used. Specific adjustments and emphases to help the students understand, participate in, and enjoy their strange new cultural and educational environment were made. In four months' time, the students had all progressed from being non-English speaking to understanding nearly everything said to them and to being able to make themselves understood in most situations. The survival English level was as measured by the Bilingual Syntax Measure. Their social adjustment at the center, and in their home schools, with the school district and with their peers, was found to be positive and generally happy. The ESL program, center concept, and individualization proved as successful as had been anticipated. (Author/JM)

Descriptors: Acculturation/ Cultural Education/ Educational Problems/ *Elementary Secondary Education/ *English (Second Language)/ *Immigrants/ *Indochinese/ Instructional Materials Centers/ Language Handicapped/ Mutual Intelligibility/ Parent Participation/ Refugees/ Social Relations/ Student Teacher Relationship/ *Teaching Methods

Identifiers: *New York (Syracuse)

ED127C67 RC009344
American Indian Bilingual Education. Navajo Reading Study Progress Report No. 24.
Spolsky, Bernard
New Mexico Univ., Albuquerque. Navajo Reading Study.
May 74 75p.; For related documents, see ED 069 461, ED 078 715, and RC 009 342-346

Sponsoring Agency: Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.; Ford Foundation, New York, N.Y.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Bilingual education programs have been established in such Native American languages as Aleut, Yupik, Tlingit, Haida, Athabaskan, Cherokee, Lakota, Navajo, Papago, Pomo, Passamaquoddy, Seminole, Tewa, and Zuni. These programs include the: Choctaw Bilingual Education Program, Northern Cheyenne Bilingual Education Program, Lakota Bilingual Education Project, Rough Rock Demonstration School Bilingual/Bicultural Project, Ramah Navajo High School Bilingual Education Program, Papago Bilingual Education Program, Seminole Bilingual Project; San Juan Pueblo Tewa Bilingual Project, and Wisconsin Native American Languages Project. These programs are funded by three main sources of Federal funds--the 1965 Elementary and Secondary Education Act (ESEA) Title I, the 1968 ESEA Title VII (Bilingual Education Act), and Title IV of the 1972 Education Amendments (Indian Education Act). A model proposed for the description and analysis of bilingual programs tries to map all relevant factors onto a single integrated structure and to suggest some of the lines of interaction (see RC 009 343). This report describes 17 of the currently existing Native American Bilingual Education programs. Using the proposed model (which is briefly described) as a guide, the differences among the 17 programs are discussed. (NQ)

Descriptors: Alaska Natives/ *American Indian Languages/ American Indians/ *Bilingual Education/ Cultural Awareness/ Demonstration Programs/ Educational Alternatives/ Elementary Secondary Education/ English (Second Language)/ Federal Aid/ *Federal Programs/ Language Programs/ *Models/ Parent Participation/ *Program Descriptions

Identifiers: Elementary Secondary Education Act Title I/ Elementary Secondary Education Act Title VII/ ESEA Title I/ ESEA Title VII/ Indian Education Act/ Navajo Reading Study

ED123894 FL007675

Study of Bilingual-Bicultural Projects Involving Native American, Indo-European, Asian and Pacific Language Groups.

Battiste, Marie A.; And Others

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Sep 75 126p.; For related document, see FL 007 674

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.: AIR-48300-9/75-FR(II)

Contract No.: OEC-0-74-9331

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

This is the final report of one of three studies in an overall project entitled "Evaluation of Bilingual Education Programs." This study was sponsored in response to a need for more information regarding bilingual-bicultural education for other than Spanish language groups. The study's objectives were to: (1) identify the major issues involved in bilingual-bicultural education for Native American, Indo-European Asian and Pacific language groups; (2) document the goals, approaches, resources or costs that have been affected by these issues; (3) assess the impact bilingual-bicultural education has had in their communities; and (4) recommend possible federal program changes. An in-depth study was conducted of 10 selected projects in Alaska, Arizona, California, Colorado, Louisiana, Maine, Montana, New York, Rhode Island and Washington. The language groups included were Chinese, French, Inupiat Eskimo, Italian, Navajo, Northern Cheyenne, Passamaquoddy, Pilipino, Portuguese, Ute and Yupik Eskimo. The following are among the major conclusions and recommendations: (1) Some evidence exists that Title VII is having long-range benefits to the bilingual groups being served. (2) There is a general lack of materials, teaching skills, experties in planning materials development, and evaluation at the local project level. One suggested improvement is to provide continuous technical assistance and training throughout the life of projects. (Author/RM)

Descriptors: *American Indian Languages/ *Bilingual Education/ *Chinese/ Educational Legislation/ Eskimo Aleut Languages/ Federal Legislation/ *French/ Italian/ National Programs/ Navaho/ Portuguese/ Program Effectiveness/ *Program Evaluation/ Tagalog

Identifiers: Alaska/ Arizona/ California/ Cheyenne/ Colorado, Louisiana/ *Elementary Secondary Education Act Title VII/ ESEA Title VII/ Inupiat/ Maine/ Montana/ New York/ Passamaquoddy/ Pilipino/ Rhode Island/ Ute/ Washington/ Yupik

ED123893 FL007674

The Identification and Description of Exemplary Bilingual Education Programs.

Campeau, Peggie L.; And Others

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Aug 75 175p.; For related documents, see FL 007 675; pages that appear to be missing were blank and unnumbered on the original document.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.: AIR-48300-8/75-FR(I)

Contract No.: OEC-0-74-9331

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

This is the final report of one of three studies in an overall project entitled "Evaluation of Bilingual Education Programs." The objectives of this study were to: (1) identify and recommend as exemplary up to 10 bilingual education programs for submission to the Dissemination Review Panel (DRP) of the Education Division, DHEW, and (2) develop detailed descriptions of those programs approved by the DRP for dissemination. Screenings and site visits reduced the candidate pool of 175 programs to 7. The DRP approved the following four for dissemination: Alice Independent School District, Alice, Texas; Aprendemos en Dos Idiomas, Corpus Christi, Texas; Bilingual Education Program, Houston, Texas; and St. John Valley Bilingual Education Program, Madawaska, Maine. Descriptions were written for each of the four in sufficient detail to provide local educators with ideas to guide them in implementing similar practices. Each program was described as it operated during 1973-74, but some program components were treated historically to illustrate major changes. The context within which each program developed and operated, and the special educational needs of the students, were also discussed. In addition, specific recommendations were made on ways in which local evaluations could be improved to increase chances for identifying exemplary programs. (Author/RM)

Descriptors: Biculturalism/ *Bilingual Education/ *Demonstration Programs/ Educational Programs/ Elementary Secondary Education/ Evaluation Methods/ Language Programs/ *Program Descriptions/ *Program Evaluation

Identifiers: *Elementary Secondary Education Act Title VII/ ESEA Title VII/ Maine/ Texas

ED118345 95 RC009035
Research and Evaluation Design for the Choctaw Bilingual Education Program, 1975-76.
York, Kennith; And Others
Mississippi Band of Choctaw Indians, Philadelphia.
76 29p.; Not available in hard copy due to marginal reproducibility
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.
Grant No.: OEG-0-75-7164
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Emphasizing the role of evaluation in program development, this publication describes the Mississippi Choctaw Bilingual Education Program (BECOM), its philosophy, goals, objectives, and proposed evaluation plan. Major components of this K-3 program are identified as: (1) Instruction; (2) Curriculum and Materials Development; (3) Management; (4) Staff Development; and (5) Parent-Community Involvement. Areas of research and evaluation are identified as: (1) English as a Second Language; (2) Survey of Existing Educational Conditions; and (3) Overall Program Evaluation. Identifying self-concept, academic achievement, language dominance, and oral English proficiency as variables to be measured, the research/evaluation design is described as one that will: (1) determine the setting in which bilingual education occurs; (2) describe the program participants; (3) determine the progress of each program component; (4) determine the effectiveness of each component in causing bilingual education to occur; (5) determine the accomplishments of the participants and the entire program. Also presented is a timeline chart which describes: (1) the research question; (2) the data source or population; (3) instrument or method; (4) interval and number of measures; (5) time of measure; (6) person responsible; and (7) method of analysis. (JC)
Descriptors: *American Indians/ *Bilingual Education/ Educational Objectives/ Educational Philosophy/ *Evaluation Methods/ Manuals/ Models/ *Program Descriptions/ *Research Design/ Research Tools
Identifiers: *Choctaw Bilingual Education Program/ Choctaws/ Mississippi

ED095073 S0007707
A Bilingual Navajo Curriculum Project. Profiles of Promise 16.
Markowitz, Alan; Haley, Frances
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
73 4p.; For a description of the Profiles of Promise series, see ED 065 406
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Available from: Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302 ($9.00 for 30 issues)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Ninety-six percent of the students who enter first grade in the San Juan School District, Blanding, Utah, cannot speak or understand English. They are Navaho and attend school on the Navaho reservation. A unique bilingual Navaho curriculum project has been developed to provide learning materials in the Navaho language to enable the child to learn when he first enters school, regardless of the language he speaks. Using film-strips, cassette recordings, slides, 16 mm films, book illustrations, and the printed word, the project translates the learning materials found in the classroom into the Navaho language. Major objectives of the San Juan Educational Program are to provide instruction in the language the child understands best so that he does not become retarded in the academic areas while learning the common instructional language; build a positive self image of all children; and develop closer communication and understanding between parents and teachers. Evaluation shows that the Navaho children in the program have improved in their reading and in their attitudes toward school. (Author/DE)
Descriptors: American Indian Culture/ American Indian Languages/ *American Indians/ Biculturalism/ *Bilingual Education/ Bilingualism/ Bilingual Schools/ Cross Cultural Studies/ Curriculum Development/ Elementary Education/ *English (Second Language)/ Instructional Materials/ Language Programs/ *Navaho/ *Reading Programs/ Rural Education
Identifiers: *Profiles of Promise/ San Juan School District

ED085363 SP007532
Choctaw Bilingual Education Program.
Southeastern State Coll., Durant, Okla.
73 62p.
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
In many schools throughout the United States, teachers are baffled by the child who does not know enough English to participate in the classroom, who "just sits there." In some localities the language he hears and speaks at home is an American Indian tongue; in others it is Spanish or Italian or Polish. The Choctaw Bilingual Education Program has concentrated its attention on four Oklahoma schools, in the old Choctaw Nation, where this problem is acute. With the cooperation of administrators and teachers in these schools, of Southeastern State College, and of leaders of the Choctaw community, a system of teacher education has been worked out that brings the Indian child into the mainstream of school life without sacrificing his identity as a Choctaw. The program emphasizes three educational imperatives for Choctaw-speaking children: a) they must have experiences both in and out of school that help them to develop positive self-concepts; b) they must be able to use the Choctaw language as the basic instrument of learning and acquire facility in English as a means of supplementing and extending their learning of Choctaw; c) they must have teachers and classroom aides who understand Choctaw and patterns of Choctaw thought and behavior and who accept these as fully equal to the English language and Anglo-American patterns. (The document contains a program description and teacher handbook.) (JA)
Descriptors: American Indian Culture/ *American Indian Languages/ *American Indians/ Biculturalism/ *Bilingual Education/ *Choctaw/ Program Descriptions
Identifiers: Distinguished Achievement Awards Entry

ED074871 FL004216
Content Analysis Schedule for Bilingual Education Programs: Bilingual Education Project for Navajo.
La Noue, Joan; Shore, Marietta Saravia
City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
24 Apr 72 39p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
This content analysis schedule for the Bilingual Education Project for Navajo of Monticello, Utah, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Inserts include information on staff development, cross cultural awareness, and a parents' language usage survey. (SK)
Descriptors: Biculturalism/ *Bilingual Education/ Bilingualism/ Cognitive Development/ *Content Analysis/ *Curriculum Design/ Educational Finance/ *Elementary School Students/ English/ Kindergarten Children/ Learning Theories/ *Navaho/ Program Costs/ Self Esteem/ Sociolinguistics/ Student Grouping/ Tutoring
Identifiers: Monticello/ *Project BEST/ Utah

ED072704 FL004038
Content Analysis Schedule for Bilingual Education Programs: Cherokee Bilingual Education Program.
Hess, Richard T.
City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
72 43p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
This content analysis schedule for the Cherokee Bilingual Education Program in Tahlequah, Oklahoma, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Attached are the following items: a description of the four-year course of study for the Cherokee Bilingual Teacher Training Program, a list of materials, and a summary of the evaluation. (SK)
Descriptors: *American Indian Languages/ American Indians/ *Biculturalism/ *Bilingual Education/ Cognitive Development/ *Content Analysis/ Curriculum Design/ Educational Finance/ Elementary Grades/ *English/ Instructional Materials/ Learning Theories/ Preschool Children/ Program Costs/ Program Evaluation/ Self Esteem/ Sociolinguistics/ Student Grouping/ Teacher Education/ Tutoring
Identifiers: Cherokee Bilingual Education Program/ Oklahoma/ *Project BEST/ Tahlequah

ED070544 RC006616
The First Indian Bilingual Projects, Title VII Meeting: A Report.
Berendzen, Harry
Utah Univ., Salt Lake City.
Language in American Indian Education, Spring 1972
72 7p.; Report on Indian Bilingual Projects meeting, Denver, Colo., February 22-23, 1972
Sponsoring Agency: Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
The purpose of the First Indian Bilingual Projects, Title VII Meeting was to discuss experiences and exchange ideas on the development of evaluation design and measurable objectives, the involvement of parents and community, and the development of materials. Sessions were held on unobtrusive measures, measuring language dominance, parent and community involvement, small group instruction for the classroom, and materials development. Suggestions included that at least 2 meetings be held per year; that the entire project staff be given an opportunity for input and agreement in the area of evaluation; that more community members be present for future meetings; that native speakers be trained to become bilingual teachers; and that presentation, display, and demonstration of project-developed materials be a major part of future meetings. (PS)
Descriptors: *American Indians/ *Bilingual Education/ Community Involvement/ *Educational Programs/ *Evaluation/ Instructional Materials/ Instructional Staff/ Language Ability / *Navaho/ Objectives/ Small Group Instruction

ED060397 AA000990
Early Childhood Programs for Non-English-Speaking Children. PREP-31.
Bernbaum, Marcia
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
72 34p.
Sponsoring Agency: National Center for Educational Communication (DHEW/OE), Washington, D.C.
Report No.: DHEW-(OE)-72-9~PREP-31
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($6 a year; foreign, $1.50 additional. Single Copy: $0.55)
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Research findings on bilingual preschool children (2-1/2 to 6 years of age) and programs are presented. Working definitions are given for some of the terms used in the report. Research findings are divided into four categories: (1) "The Community" focuses on the findings from the fields of social psychology and sociolinguistics; (2) "The Bilingual Child" considers those findings from linguistics and psycholinguistics; (3) "Of Special Interest to Educators" answers some specific questions; and (4) "Testing the Bilingual Preschooler" summarizes several issues associated with assessing to what extent a child is bilingual, and draws attention to possible approaches that may be used to assess the intelligence of a bilingual child. Practical Guidelines for the Teacher and Administrator are given, followed by specific guidelines that relate to the community, the parents, the children, the teacher and her aide, and goals. Examples of existing bilingual preschool programs that fit into one of the four following categories are given: (1) one way: dominant language; (2) one way: bilingual; (3) mixed: dominant language; and (4) mixed: bilingual. Additional sources of information on bilingual programs and teaching aids are presented in two categories: Handbooks and Teaching Aids, which are for use in Spanish-speaking or Indian-speaking classes. A bibliography concludes the report. (DB)
Descriptors: Annotated Bibliographies/ Bibliographies/ Bilingualism/ *Bilingual Students/ Community Influence/ *Early Childhood Education/ *English (Second Language)/ Guidelines/ Instructional Aids/ Language Research/ Literature Reviews/ Navaho/ *Non English Speaking/ *Preschool Children/ Psycholinguistics/ Resource Materials/ Social Psychology/ Sociolinguistics/ Spanish Speaking/ Teaching Guides/ Testing
Identifiers: PREP/ PROJECT HEAD START/ *Putting Research into Educational Practice

ED047855 RC005078

Bilingual Education in San Juan County, Utah: A Cross Cultural Emphasis.

Cottrell, Milford C.

7 Feb 71 25p.; Paper presented at the American Educational Research Association annual convention, 4-7 February 1971, New York, New York

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

An experimental bilingual program with a bicultural emphasis was initiated in 3 Utah schools: (1) to prevent retardation in academic areas by providing instruction in all subject matter areas in the native language of the child, (2) to build a positive self-image by providing lessons on the heritage of the Navajo people and by developing a bicultural approach in which teachers furnish models of successful cultural synthesis, (3) to develop closer communication and mutual understanding between parents and teachers, and (4) to develop a curriculum reflecting the needs of a people with a rich cultural heritage who are forced to make accommodations to the economics of another culture. Staff training was conducted under contract with Birgham Young University using pre-school and bi-monthly workshops. Students participating in the program ranged in age from 5 to 7 years and were in kindergarten or first grade. Curriculum content was that required by the district and state, with the exceptions of instruction in history and culture of Indians (with an emphasis on the Navajo) and the instruction of English as a second language. Program evaluation yielded the conclusions that: (1) the bilingual program was accepted with enthusiasm by parents, (2) children in bilingual classrooms were maintaining self-images as positive as Navajo children who had been more highly integrated into the Anglo culture, and (3) academic achievement of Navajo children in bilingual classrooms was equal to or greater than that of Navajo children living in or near Anglo communities. (JH)

Descriptors: *Academic Achievement/ American Indian Culture/ *American Indians/ Biculturalism/ *Bilingual Education/ Curriculum Development/ English (Second Language)/ Parent Teacher Cooperation/ *Program Evaluation/ *Self Concept

Part Six consists of the following chapters:

13. History and Philosophy of Bilingual Education
14. The Legal Perspective
15. State-of-the-Art Reviews

This part might well serve as the beginning section of this guide, or as a starting point for the student who wants to pursue an organized, sequential study of bilingual education. Certainly, any district developing a bilingual education program must deliberately choose the philosophy that will guide its program.

All school districts should be aware of state and federal legislation and court cases involving bilingual education. The landmark case is the Lau vs. Nichols case. As of November 1980 federal regulations are pending which will implement the Civil Rights Act of 1964 as it applies to discrimination based on national origin. These regulations, if adopted, will have significant impact on every school district in the country.

The chapter on "State-of-the-Art Reviews" contains documents that pertain to virtually every topic discussed elsewhere in the guide. For that reason, this chapter is particularly recommended for perusal no matter what topic the reader is interested in.

Part VI. Bilingual Education: Introduction and Overview

Chapter 13. History and Philosophy of Bilingual Education

Some Questions You Should Ask

1. How has the attitude of America toward bilingual education changed over the years?

2. Do you subscribe to the ''melting pot'' philosophy, or to the ''salad bowl'' philosophy? Why? Which philosophy is most favored today? Who seems to favor each?

3. What has been the experience of other countries with bilingual education? (Especially Canada, Sweden, Russia, Great Britain, Ireland and Switzerland.)

4. How are ESL and bilingual education related?

5. What does research have to say about the effectiveness of bilingual education?

6. Should a bilingual education program favor enforced acculturation (a la the ''melting pot'' theory), or should it favor cultural democracy, cultural pluralism, reinforcement of culture, or cultural enrichment (as in the ''salad bowl'' theory)?

7. Where were the first bilingual programs in America?

8. What is the relationship between bilingual education and civil rights in America? Should students of limited English speaking ability have a right to instruction they can understand?

Chapter 13. History and Philosophy of Bilingual Education

EJ216609 RC503622
Two Approaches to Acculturation: Bilingual Education and ESL.
Bartelt, Guillermo
Journal of American Indian Education, v18 n3 p15-19 May 1979 May79
Reprint: UMI
Language: ENGLISH
Explains how bilingual education programs and monolingual institutions with remedial English as a Second Language programs share the goal of acculturation. Describes resistance and opposition to bilingual education, as well as its goals, advantages, approaches, teachers, and problems. (SB)
Descriptors: *Acculturation/ *American Indian Education/ *Bilingual Education/ Bilingual Students/ Bilingual Teachers/ Cultural Pluralism/ Diglossia/ Educational Objectives/ *Educational Philosophy/ Educational Programs/ Elementary Secondary Education/ *English (Second Language)/ Language Dominance/ Language Maintenance/ Minority Groups/ Non English Speaking/ School Community Relationship/ *Second Language Learning/ Sociolinguistics/ Values
Identifiers: United States

EJ215217 TM504689
The Efficacy of Bilingual Education.
Dulay, Heidi; Burt, Marina
Educational Evaluation and Policy Analysis, v1 n5 p72-73 Sep-Oct 1979 79
Language: ENGLISH
Bilingual education programs for students who speak little or no English are defended as effective by citing research and evaluation studies. (MH)
Descriptors: *Academic Achievement/ *Bilingual Education/ Bilingual Students/ Elementary Secondary Education/ *Language of Instruction/ Literature Reviews/ *Native Speakers/ *Non English Speaking/ *Program Effectiveness/ Research/ Spanish Speaking

EJ197317 UD506787
Are Bilingual-Bicultural Programs Socially Divisive?
Pulte, William
Integrated Education, v16 n5 p31-33 Sep-Oct 1978 78
Reprint: UMI
Language: ENGLISH
Many aspects of knowledge needed to function in the mainstream society can be acquired more effectively through the use of a culturally relevant curriculum. This belief is based on the transfer principle, which implies that knowledge of the basic skills is not specific to any culture or language. (Author/EB)
Descriptors: *Basic Skills/ *Bilingual Education/ *Curriculum Design/ Elementary Secondary Education/ Learning Processes/ Minority Group Children/ *Multicultural Education/ Relevance (Education)/ *Transfer of Training

EJ160844 RC502440
Issues and Problems in Bilingual Bicultural Education Today
Trueba, Enrique T.
Journal of the National Association for Bilingual Education, 1, 2, 11-19 Dec 76
Today bilingual bicultural education is the single most important development in American education, because it represents a departure from the American ethnocentrism in previous decades, and increases respect for the rights of ethnic children, and a sensitive response to their needs. The little known about the effects of bilingual bicultural education in its short existence as an organized Federal and state funded major effort, leads to the belief that it has great potentiality, is not divise or wasteful, and could, in fact, be the answer to the deep cognitive and developmental problems of many ethnic children. (Author/NQ)
Descriptors: *Bilingual Education/ *Biculturalism/ *Educational Problems/ *Program Design/ Cultural Factors/ Cultural Awareness/ Educational Alternatives/ State Of The Art Reviews
Identifiers: *Bicultural Education

EJ114099 CS701890
The Advantages of Bilingual Education
Simoes, Antonio, Jr.
Reading Improvement, 12, 1, 11-13 Spr 75
Argues that educators must be more accountable to individual differences, especially in a society that has a multi-cultural foundation. (RB)
Descriptors: *Educational Accountability/ *Bilingual Education/ *Educational Philosophy/ *Biculturalism/ Higher Education

ED183323 RC011869

A Sociolinguistic Assessment Model for Bilingual Education: A Case Study.

Aguirre, Adalberto, Jr.; Bixler-Marquez, Dennis

80 32p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Geographic Source: U.S./ Wisconsin

The sociolinguistic assessment model employed in this study demonstrated a useful approach for examining the interrelationships between community and school goals regarding bilingual education. As results indicated, not only do educators and parents differ in their sociolinguistic characteristics, but also in their selection of a bilingual education program model. The assumption that teaching/administrative staff in bilingual programs are themselves reflective of bilingual goals and orientations in their behavior was seriously questioned by this study. The model focused on a comparison of 35 parents and 37 educators regarding certain variables: their demographic background (ethnicity, native language, and place of birth), self-reported proficiency in Spanish and English (understanding, speaking, reading and writing capabilities in each language), and actual vs preferred language usage by societal domain (media, home, social services, and school). The research site was a rural bilingual community in north central Colorado. Data was obtained from questionnaire responses to 53 items showing language preference patterns in selected social situations. Despite a high level of loyalty to Spanish, the community's adult population reported a greater usage of English than Spanish. Parents (83%) reported preferences for a maintenance type of bilingual program while educators (57%) preferred a partial-transitional approach to bilingual education. (NEC)

Descriptors: *Bilingual Education/ Bilingualism/ Bilingual Teachers/ *Educational Assessment/ Educational Objectives/ *Educational Policy/ English (Second Language)/ Language Maintenance/ Language Programs/ *Mexican Americans/ Parent Attitudes/ Parent Participation/ Rural Population/ *School Community Cooperation/ *Sociolinguistics/ Spanish Speaking

Identifiers: *Colorado

ED160694 UD018637

The Future of Asian Bilingual and Bicultural Education.

Tsu, John B.

77 6p.; Paper based on a keynote address delivered before the Washington State Asian-American Education Annual Convention (Seattle, May 24-26, 1977); Not available in hard copy due to reproduction quality of the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Language: ENGLISH

Geographic Source: U.S./ California

In this paper, one of the pioneers of Chinese language instruction in the United States reviews the development of bilingual education under public funds, summarizes criticism against it, and proposes approaches and methodologies to improve it. Emphasis is placed on the need to insure the future of bilingual education by paying attention to and answering the criticisms listed and on attempting to solve some of the problems still faced in developing and refining bilingual programs. Continuing financial support is called for, based on the facts that there are millions of children (thousands of them Asians) who require bilingual education, and that immigrant children continue to flow into this country. The doctrine of civil rights and equal education, the favorable Supreme Court decision in the case of Lau Vs. Nichols, and the emergent political power of ethnic groups are also used to illustrate optimism about the future of bilingual education. Recommendations for future bilingual education considerations are provided with particular reference to Asian American culture. (Author/EB)

Descriptors: Asian Americans/ Biculturalism/ *Bilingual Education/ Bilingualism/ *Educational Needs/ Elementary Secondary Education/ English (Second Language)/ Equal Education/ Federal Aid/ Federal Legislation/ *Immigrants/ *Minority Group Children/ *Program Development/ Teacher Education

Identifiers: Bilingual Education Act/ *Elementary Secondary Education Act Title I/ *Elementary Secondary Education Act Title VII

ED145680# FL008929
The American Bilingual Tradition.
Kloss, Heinz
77 347p.
Available from: Newbury House Publishers, Inc., 68 Middle Road, Rowley, Massachusetts 01969 ($11.95)
Document Not Available from EDRS.
This volume, published on the occasion of the American Bicentennial, is based on a revision of a 1963 German-language publication describing and analyzing the phenomenon of cultural and linguistic pluralism in American society. It is part of a series on bilingual education, intended to inform the public about how people have used bilingual education to educate their children. Chapter one outlines the constitutional and ethnolingual background and gives an overview of the main categories of language rights in the United States. Chapter two describes the extent to which the central government has or has not promoted languages other than English. Chapter three discusses American achievements in the area of toleration-oriented minority rights, and chapter four the achievements concerning promotive minority rights, granted to post-independence immigrant groups. Chapters five and six describe the promotive language rights meted out in the mainland area of the United States to "old settler" groups. The two following chpaters deal with nationality rights in outlying areas and overseas possessions. The final chapter presents a summary. Appendices contain: (1) a 1970 survey of mother-tongue statistics, listed by state; and (2) a listing of languages other than Spanish and English used in BEA-funded bilingual education projects in 1974-1975. (Author/AM)
Descriptors: Bilingual Education/ *Bilingualism/ Cultural Pluralism/ *Educational Legislation/ Educational Policy/ Ethnic Groups/ *Federal Legislation/ Immigrants/ *Language Planning/ *Minority Groups/ Multilingualism/ Official Languages/ *Policy Formation/ Sociolinguistics/ Statistical Surveys/ United States History
Identifiers: Language Loyalty/ *United States

ED144354# FL008819
Bilingual Education: An International Sociological Perspective.
Fishman, Joshua A.
76 208p.
Available from: Newbury House Publishers, 68 Middle Road, Rowley, Massachusetts 01969 ($7.95)
Document Not Available from EDRS.
This book emphasizes the value of bilingual education as an enrichment for all groups, not merely for heterogeneous populations or poor or dislocated populations. The book is aimed at teachers, administrators and concerned laymen. Part I of this book surveys the sociology of bilingual education. Language and culture in the global community and in the U.S. are discussed, and the values of linguistic and cultural diversity are asserted. Bilingual education is divided into four broad categories, and each type, with its programs and goals, is explained. The usefulness of a sociolinguistic perspective on second language teaching is demonstrated. Part II concerns international findings relating to bilingual education. The future is envisioned with more linguistic diversity and a greater number of languages being taught than now. Bilingual secondary education in 110 countries is reviewed. Social and economic characteristics of many nations are charted, and international perspectives on bilingual education are reviewed. The appendices in Part III furnish sketches of bilingual schools, an annotated bibliography of bilingual education, a history of bilingualism and a consolidated bibliography. (CHK)
Descriptors: *Bilingual Education/ *Bilingualism/ *Bilingual Schools/ *Bilingual Students/ Cultural Differences/ Cultural Enrichment/ *Cultural Pluralism/ Elementary Secondary Education/ Ethnic Groups/ Language Enrichment/ Language Instruction/ Language Planning/ Language Programs/ Second Language Learning/ *Sociolinguistics

ED133990 FL007835
Bilingual Education: An Idea Whose Time Has Come.
Shaw, Frederick
New York Affairs, v3 n1 p94-111 Fal 1975
75 19p.
Available from: Urban Periodicals, Inc., 25 W. 45 St., New York, New York 10036
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Bilingual education is not entirely a new idea. In the 18th and 19th centuries it was practiced in church schools, particularly in German and Spanish. Most communities, however, assumed a strongly assimilationist stance for their public schools, especially after World War I. In recent years, however, this attitude has been partly reversed under the impact of the concept of cultural pluralism and a growing ethnic awareness. The greatest impetus to bilingual education was given by the Bilingual Education Act of 1968. That law defined this area of teaching as the "use of two languages as mediums of instruction." Its design may be transitional, maintenance, restorationist, or culturally pluralistic. The last is exemplified by Miami's Coral Way School in which Spanish-speaking Cuban refugee children effectively learned English and their English-speaking peers learned Spanish. This school's success, the funding provided by the Bilingual Education Act mentioned above, and favorable court decisions help explain the movement's rapid progress in the recent past. Research on the subject has led to several definitive conclusions, but they are relatively few in number. The future of this area of education will be determined by its success in actual practice and in the ebb and flow of social and political influences. (Author)
Descriptors: Biculturalism/ *Bilingual Education/ Bilingualism/ Changing Attitudes/ *Court Litigation/ *Cultural Pluralism/ *Educational Legislation/ Elementary Secondary Education/ *English (Second Language)/ Ethnic Groups/ Federal Aid/ Federal Legislation/ Federal Programs/ Language Programs/ Non English Speaking/ Sociolinguistics/ Spanish/ Spanish Americans/ *Spanish Speaking/ State Legislation

ED121095 FL007568
Bilingual-Bicultural Education and English-as-a-Second-Language Education: A Framework for Elementary and Secondary Schools.
California State Dept. of Education, Sacramento.
74 52p.
Available from: California State Department of Education, 721 Capitol Mall, Sacramento, California 95814 ($1.10)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Introductory sections of these guidelines give the point of view and goals of bilingual-bicultural education. Definitions of some terms commonly used in this area follow. A section on program organization gives guidelines for assessment, staff, staff development, instruction, methodology, instructional materials, community involvement and evaluation. Guidelines for alternative designs for elementary and secondary programs are also provided. An appendix lists the members of the Framework Advisory Committee for Bilingual-Bicultural Education and English as a Second Language. (RM)
Descriptors: *Administrator Guides/ Biculturalism/ *Bilingual Education/ Bilingual Teacher Aides/ Bilingual Teachers/ Community Involvement/ Elementary Secondary Education/ *English (Second Language)/ Evaluation Methods/ *Guidelines/ Inservice Education/ Instructional Materials/ Professional Training/ *Program Design/ Teaching Methods

ED111181 95 FL006965
New Approaches to Bilingual Bicultural Education, No. 1: A New Philosophy of Education.
Castaneda, Alfredo; And Others
Dissemination Center for Bilingual Bicultural Education, Austin, Tex.; Systems and Evaluation in Education, Santa Cruz, Calif.
Aug 74 22p.; For related documents, see FL 006 958, 960 and 962
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.
Bureau No.: 14-0448
Grant No.: OEG-9-72-0154(280)
Available from: Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 ($0.60, set of eight manuals $5.20)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
This teaching manual is the first in a series of seven (accompanied by a manual of self-assessment units) that have been designed for use in bilingual/bicultural programs. The components of the series may be used either individually or together. This manual explores the many issues concerning the responsibilities of public education to the Mexican-American child. A critical examination is made of assumptions of compensatory education. The melting pot theory, or enforced acculturation, is contrasted to cultural democracy or acculturation assistance. This view goes beyond recognition and respect to use and reinforcement of culture as an integral part of the majority culture. (Author/AM)
Descriptors: *Acculturation/ Biculturalism/ *Bilingual Education/ Bilingualism/ Bilingual Students/ Bilingual Teachers/ *Compensatory Education/ Cultural Differences/ Cultural Pluralism/ Educational Improvement/ Educational Innovation/ Educationally Disadvantaged/ *Educational Philosophy/ *Mexican Americans/ Public Education/ Teacher Education/ Teaching Guides
Identifiers: Elementary Secondary Education Act Title VII/ ESEA Title VII

ED100145 FL006107
Bilingual-Bicultural Education: Making Equal Educational Opportunities Available to National Origin Minority Students.
Montoya, Joseph M.
63p.
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
If equal educational opportunity is to become a reality for minority students, implementation of bilingual-bicultural curricula must commence immediately. Legislation committing our nation to bilingual education has been passed, but very little progress has been made so far in implementing bilingual programs. Continuous pressure must be exerted on our national and state legislatures in order that the requisite amount of funds be provided. We must involve ourselves in the decisions of our local school boards and push for the establishment of bilingual education programs there. If such programs are not set up, funded, and properly administered, we must prepare for legal confrontation by lodging community-initiated administrative complaints with the Health, Education and Welfare Office for Civil Rights or by instituting suits against local school districts. The fact that the Department of Health, Education and Welfare has construed Title VI of the Civil Rights Act of 1964 to mean that bilingual programs can be legally required indicates that a series of court battles would most likely result in a victory for the nation's school children. Though the short-term cost of establishing bilingual programs will be high, the returns on our investment in equal educational opportunity will be enormous. (Author/PMP)
Descriptors: Biculturalism/ *Bilingual Education/ *Bilingual Students/ Civil Rights Legislation/ Court Cases/ Court Litigation/ *Educational Legislation/ Educational Policy/ Equal Education/ Language Instruction/ *Language Programs/ Minority Groups/ *Non English Speaking/ Second Language Learning

ED047321 AL002765
Educational Policy and Political Acceptance: The Imposition of English as the Language of Instruction in American Schools.
Leibowitz, Arnold H.
Center for Applied Linguistics, Washington, D.C. ERIC Clearinghouse for Linguistics.
Mar 71 132p.
EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE
The purpose of this study is to analyze the reasons behind governmental decisions leading to the "English-only" instruction policy in the public schools and the recent softening of this policy by various state and local governments. The author's thesis is that such policies have considered neither the advantages which the child may have if he learns in his native tongue nor the willingness of the non-English speaking groups to learn English. He finds, rather, that official acceptance or rejection of bilingualism in American schools has depended on whether the group involved has been considered politically and socially acceptable, and that the decisions to impose English as the sole language of instruction have reflected the popular attitudes towards that particular ethnic group and the degree of hostility evidenced toward that group's natural development. The author analyzes the experience of five groups: German-Americans, Mexican-Americans, Japanese-Americans, American Indians, and Puerto Ricans in Puerto Rico. He shows the different behavior manifested by the government at various times towards these groups and how the requirement that English be the exclusive school language was imposed or withdrawn as government policy changed. Finally he examines the Bilingual Education Act and what it suggests as a government policy for the future. (FWB)
Descriptors: American Indians/ *Bilingual Education/ *Educational Policy/ *English/ Immigrants/ Japanese Americans/ Mexican Americans/ *Minority Groups/ Non English Speaking/ *Official Languages/ Political Influences/ Puerto Ricans
Identifiers: *Bilingual Education Act/ German Americans

Chapter 14. The Legal Perspective

Some Questions You Should Ask

1. How has the *Lau vs. Nichols* case affected bilingual education in America? What is the background of this case?

2. Other cases: (1) Serna vs. Portales, (2) Aspira vs. Board of Education, (3) Keyes vs. School District No. 1, (4) Otero vs. Mesa County School Board, (5) Rios vs. Reed, (6) U.S. vs. Texas, (7) Bradley vs. Milliken, (8) Evans vs. Buchanan, (9) Martinez vs. Santa Maria Independent School District, (10) Morales vs. Shannon, (11) Morgan vs. Kerrigan, (12) U.S. vs. Board of Education of Waterbury.

3. Which states have bilingual education legislation?

4. What are the provisions of the Bilingual Education Act (Title VII of the Elementary and Secondary Education Act)?

5. How does the Civil Rights Act apply to bilingual education?

6. How will the civil rights regulations proposed by the U.S. Department of Education (as of November 1980) affect you if they are adopted?

Chapter 14. The Legal Perspective

EJ210348 UD507404
Serna v. Portales: The Plight of Bilingual Education Four Years Later.
Martinez, Paul E.
Journal of Ethnic Studies, v7 n2 p109-14 Sum 1979 79
Language: ENGLISH
A class action suit brought against a New Mexico school district claiming discrimination against Mexican Americans is reviewed. Accounts of interviews and opinions presented by the district superintendent and other educators and researchers regarding the lack of progress toward improving opportunities for Chicanos through court ordered programs are presented. (GC)
Descriptors: *Bilingual Education/ *Court Litigation/ Elementary Secondary Education/ *Equal Education/ *Mexican Americans/ Multicultural Education/ *Racial Discrimination
Identifiers: *New Mexico (Portales)/ *Serna v Portales

EJ204779 EA511480
The Legal Status of Bilingual Education in America's Public Schools: Testing Ground for a Statutory and Constitutional Interpretation of Equal Protection.
Plastino, Anthony J.
Duquesne Law Review, v17 n2 p473-505 1978-79 78
Language: ENGLISH
Reviews the setting of the "Lau" decision, the decision itself, its legislative aftermath, its impact on desegregation, and the judicial clash of opinion as to the degree of judicial intervention necessary to assure the effective enforcement of these rights. Concludes that a more searching standard of review is necessary. Journal availability: see EA 511 479. (Author/IRT)
Descriptors: *Bilingual Education/ *Court Litigation/ Elementary Secondary Education/ Equal Education/ *Equal Protection/ Federal Legislation/ School Integration/ State Legislation
Identifiers: Aspira vs Board of Education City of New York/ Civil Rights Act 1964/ Keyes vs School District No 1/ *Lau vs Nichols/ Otero vs Mesa County School Board/ Rios vs Reed/ Serna vs Portales Municipal Schools

EJ182553 UD506234
Bilingual-Bicultural Education: A Legal Analysis
Carter, David G.; And Others
Education and Urban Society, 10, 3, 295-304 May 78
Reprint Available (See p. vii): UMI
Central to the bilingual/bicultural debate is whether the United States should continue to serve as a "melting pot" for diverse ethnic groups, or encourage differences in culture, lifestyle, and language. This article focuses on the role that courts and law makers have played in dealing with these apparently antithetical impulses. (Author/GC)
Descriptors: *Bilingual Education/ *Court Cases/ *English (Second Language)/ *Legal Problems/ *Minority Groups/ Biculturalism/ Elementary Secondary Education/ Spanish Speaking
Identifiers: *Bilingual Education Act of 1974

EJ181773 FL511297
The New York City Aspira Consent Decree: A Mechanism for Social Change
Milan, William G.; Munoz-Hernandez, Shirley
Bilingual Review, 4, 3, 169-79 Sep-Dec 77
Reprint Available (See p. vii): UMI
This article describes the Aspira Consent Decree as an attempt to bring about the educational reorganization of the entire school system. (Author/NCR)
Descriptors: *Puerto Ricans/ *Spanish Speaking/ *Bilingual Education/ *Non English Speaking/ *Educational Policy/ *Court Litigation/ Spanish Americans/ Bilingual Schools/ Bilingual Students/ English (Second Language)/ Second Language Learning/ Minority Groups
Identifiers: *Aspira Consent Decree

EJ179651 RC502807
Bilingual Education vs. School Desegregation
Uribe, Oscar, Jr.
Agenda, 8, 3, 4-8 May/Jun 78
Reprint Available (See p. vii): UMI
The article addresses those issues raised when bilingual education and school desegregation occur in the same school district. It is written to "demonstrate that the operation of bilingual education programs in desegregated settings is far from being an ill-operated proposal". (Author/NQ)
Descriptors: *Bilingual Education/ *School Integration/ *Spanish Speaking/ *Educational Objectives/ *Politics/ Court Litigation/ Educational Change

EJ163583 AA526538
Bilingual Education: The Legal Mandate
Teitelbaum, Herbert; Hiller, Richard J.
Harvard Educational Review, 47, 2, 138-70 77
Traces recent developments in the Supreme Court's view of the responsibilities of school districts to offer educational programs for linguistic-minority students. Also outlines various conceptions of appropriate instruction for these students ranging from English as a Second Language (ESL) to bilingual-bicultural programs. (Author/RK)
Descriptors: *Supreme Court Litigation/ *Minority Groups/ *Bilingual Education/ *School Responsibility/ *Language Programs/ Court Role/ Non English Speaking/ Equal Education/ Educational Needs/ Linguistic Competence
Identifiers: *Lau v Nichols

EJ160850 RC502446
A Court Ordered Bilingual Program in Perspective: Aspira of New York vs. Board of Education of the City of New York
Hiller, Richard J.; Teitelbaum, Herbert
Journal of the National Association for Bilingual Education, 1, 2, 67-71 Dec 76
The suit sought to secure for Puerto Rican and other Hispanic public school students with English language difficulties their rights under Federal law and the implementing regulations and guidelines. (Author)
Descriptors: *Bilingual Education/ *Board of Education Role/ *Court Litigation/ *Puerto Ricans/ *Program Development/ Court Cases/ Non English Speaking/ Spanish Speaking
Identifiers: *Aspira v Board of Education of City of New York/ New York (New York)

EJ151390 EA507974
The Legal Vicissitudes of Bilingual Education
Zirkel, Perry A.
Phi Delta Kappan, 58, 5, 409-411 Jan 77
Descriptors: *Bilingual Education/ *State Legislation/ *Federal Legislation/ *Court Litigation/ Elementary Secondary Education/ Educational History/ Language Programs

EJ141229 EA507354
Washington's Message to School Boards: Find a Way to Educate Non-English-Speaking Students or Lose Federal Funds
American School Board Journal, 163, 7, 32-34 Jul 76
Descriptors: *Non English Speaking/ *Federal Programs/ *Bilingual Education/ Elementary Secondary Education/ Federal Legislation/ Supreme Court Litigation

EJ141228 EA507353
The Bilingual Education Mandate: It Says Schools Must 'Do Something,' Must Do It Soon--and Probably Must Find the Money to Get It Done
Deane, Barbara; Zirkel, Perry A.
American School Board Journal, 163, 7, 29-32 Jul 76
It is unclear what kinds of bilingual programs schools will be mandated to provide and the sources of funding are also unclear. (Author/IRT)
Descriptors: *Bilingual Education/ *Educational Finance/ *Court Litigation/ *Federal Programs/ Elementary Secondary Education/ Federal Legislation/ State Legislation/ Supreme Court Litigation

EJ131672 SP504184
The Court Speaks Out
Sinowitz, Betty E.
Today's Education, 64, 1, 83-4 Jan/Feb 75
Recent court decisions that ensure the implementation of bilingual/bicultural programs are discussed. (RC)
Descriptors: *Bilingual Education/ *Bilingual Students/ *Bilingualism/ *Biculturalism/ *Court Litigation/ Laws

ED185845 FL011332
Can Federal Laws Protect the Educational Interests of Language Minorities? Implementation of the Bilingual Education Act and the Aspira Consent Decree in New York City.
Steinberg, Lois S.
79 38p.; Paper presented at the American Educational Research Association Meeting (San Francisco, CA, April 8-12, 1979).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Geographic Source: U.S./ California
A longitudinal sociological study was conducted on the impact of the implementation of the Bilingual Education Act and the Aspira consent decree in New York City. The study sought to develop a theoretical framework for analyzing the participation of the Puerto Rican community in the implementation of the bilingual education policies. The question of whether federal laws and the courts can protect the educational interests of language minorities was investigated. Bilingual education provided in connection with the Aspira consent decree was directed to Puerto Rican students who were unable to participate effectively in classes taught only in English. The political development and educational problems confronting Puerto Ricans before and after federal endorsement of bilingual education were analyzed. It is suggested that it has been difficult for new groups to use the traditional political process to promote and protect their interests. The data reviewed suggest that the federal policies concerning bilingual education have provided some limited resources to promote the educational and economic interests of the Puerto Rican community in the school system. Limitations concerning the Aspira consent decree are discussed. (SW)
Descriptors: *Bilingual Education/ Community Involvement/ Community Role/ *Court Litigation/ Decision Making/ *Educational Assessment/ Elementary Secondary Education/ *Federal Legislation/ Needs Assessment/ Political Influences/ Power Structure/ Program Evaluation/ *Puerto Ricans/ *School Community Relationship
Identifiers: Aspira Decision/ Bilingual Education Act 1968/ *New York (New York)

ED185809 FL011057
A Manual for Community Representatives of the Title VI Lau Steering Committee.
Hernandez, Rafael; And Others
San Diego State Univ., Calif. Inst. for Cultural Pluralism.
Sep 76 112p.
Available from: Institute for Cultural Pluralism, 5544 1/2 Hardy St., San Diego, CA 92182 ($2.59)
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Geographic Source: U.S./ California
This manual deals with the Lau Center's technical assistance approach for assisting school districts in their efforts to develop an educational master plan to meet compliance guidelines of Title VI of the 1964 Civil Rights Act as it pertains to limited or non-English-speaking students. The following areas are addressed: (1) impact of "Lau v. Nichols" decision on community/parent involvement in an educational master plan, (2) the direct effect of the decision on school districts, (3) minimal Lau remedies, (4) what school districts need to do to comply with the remedies, (5) Lau Centers, (6) the San Diego Lau Center's position on bilingual/bicultural education, (7) the technical assistance process of the San Diego Lau Center, (8) the purpose of Title VI Lau Steering Committee, (9) selection and responsibilities of steering committee members, and (10) community workshop case studies. The case studies are designed to aid in the development of a comprehensive educational master plan. The following areas are discussed: noncompliance, student language determination, curriculum development, staff development, counseling and guidance, community relations, and administrative reorganization. (SW)
Descriptors: *Bilingual Education/ Civil Rights/ Compliance (Legal)/ Court Litigation/ Curriculum Development/ Elementary Secondary Education/ *English (Second Language)/ *Language Aptitude/ Low Achievement/ *Master Plans/ *Multicultural Education/ *Non English Speaking/ School Community Relationship/ School Districts/ Spanish Speaking/ Student Evaluation/ Teacher Improvement/ Technical Assistance
Identifiers: Civil Rights Act of 1964 Title VI/ Lau v Nichols

ED175949 UD019503
Lau Vs. Nichols--A Turning Point in Bilingual Education.
Lau, Estelle Pau-on
79 18p.: Not available in paper copy due to reproduction quality of the original document
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Geographic Source: U.S./ California
In the wake of the 1974 decision handed down by the Supreme Court in Lau v Nichols, there has been a burgeoning of training programs, workshops, conferences, and graduate programs in bilingual bicultural education. This paper examines some of the sources of these developments and attempts to put theory and practice into historical, cultural, and educational perspective. With this aim in mind, three points are examined: (1) factors underlying the need for bilingual bicultural education; (2) historical factors leading to Lau; and (3) some judicial and legislative bases for bilingual bicultural education. It concludes that given the extent of legislative, judiciary, and executive support on the federal and state levels, it is likely that bilingual education programs will continue to grow in size and numbers. However, if the field is to grow in terms of strength, theoreticians and practitioners must analyze the real and potential pitfalls of bilingual education. (Author/RLV)
Descriptors: Biculturalism/ *Bilingual Education/ Bilingual Teachers/ Chinese Americans/ Court Cases/ *Educational Legislation/ *Equal Education/ Non English Speaking/ Spanish Speaking/ *Supreme Court Litigation
Identifiers: Lau v Nichols

ED175289 FL010705
Bilingual Education and Federal Law: An Overview.
Grant, Joseph H; Goldsmith, Ross
Dissemination and Assessment Center for Bilingual Education, Austin, Tex.
May 79 38p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Available from: Dissemination and Assessment Center for Bilingual Education, Educational Service Center, Region XII, 7703 North Lamar, Austin, Texas 78752
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Geographic Source: U.S./ Texas
This report examines the most prominent decisions resulting from the 1974 Supreme Court Lau v. Nichols ruling that public schools cannot ignore the problems faced by students whose native language is other than English. Special attention is focused on the remedies that have been ordered to cure "Lau" violations. The activities of the Office of Civil Rights in formulating and enforcing administrative remedies are also reviewed. The issue of whether a bilingual program is required as a "Lau" remedy -- and, if so, what form that program must take -- is explored. The effectiveness of bilingual programs as "Lau" remedies is reviewed in a discussion of potential arguments that might be used by a school district involved in a "Lau" action. (Author/NCR)
Descriptors: *Bilingual Education/ Educational Change/ *Educational Policy/ Elementary Secondary Education/ English (Second Language)/ *Federal Legislation/ *Language of Instruction/ Language Programs/ Minority Groups/ *Non English Speaking/ Supreme Court Litigation
Identifiers: *Bilingual Programs/ *Lau v Nichols/ Limited English Speaking Ability

ED169652# EA011547
Bilingual/Bicultural Education--Update of Lau v. Nichols.
de Bruin, Hendrik C.
National Organization on Legal Problems of Education, Topeka, Kans.
78 11p.; Chapter 17 of "School Law Update--1977" (EA 011 530); For related documents, see EA 011 530-556
Available from: Not available separately; See EA 011 530
Document Not Available from EDRS.
Language: English
Geographic Source: U.S./ Indiana
This paper updates cases, legal concerns, and educational practices relating to bilingual/bicultural education since the case of Lau v. Nichols was decided. Lau v. Nichols was a class action suit in which it was argued that education had been denied to Chinese-speaking children because English was the only language spoken in the public schools in San Francisco. Some of the conclusions drawn include (1) parents who bring a class action suit against a school district to implement a bilingual education program, or to expand an existing program, should plead violation of Title VI of the Civil Rights Act of 1964, not violation of the equal protection clause of the Fourteenth Amendment; (2) a suit should be brought only if large numbers of students are deprived of bilingual education; (3) school districts that have a bilingual program and can show that efforts are being made to increase the numbers of students involved will be relatively safe; and (4) achievement test data will substantially strengthen a case when it can be shown that minority students score lower than their nonminority counterparts. (Author/LD)
Descriptors: *Bilingual Education/ *Court Litigation/ Elementary Secondary Education/ Federal Legislation/ *Multicultural Education/ Non English Speaking
Identifiers: *Lau v Nichols

ED164689 UD018950
Law and Bilingual Education: A Manual for the Community.
del Valle, Manuel; And Others
78 182p.; Pages 130-59, 163-66, and 195-206, copyrighted material (appendices), have been deleted; Not available in hard copy due to reproduction quality of the original document; For a related document, see UD 018 952 ; Manual prepared by the National Puerto Rican Task Force on Educational Policy
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Language: English
Geographic Source: U.S.
This manual was written in order to help community workers become more familiar with the litigation process as it affects bilingual education programs. Detailed descriptions of the participants in civil rights litigation, including bilingual-bicultural lawsuits, are provided. The roles that class members, clients, attorneys and educators play in the litigation process are clarified. A case study is used to exemplify the process explained. Each step, from the initial complaint through "El Vacio" (the void or extent of time that litigation goes on with no definite action taken), to the presentation of proposed remedial programs or action for resolving the complaint and attorneys' fees, is described. The negative and positive impacts that desegregation has on bilingual-bicultural education programs, particularly as they affect the Puerto Rican community, are discussed. Appendices provide information on various aspects of civil rights litigation, including problems of implementing bilingual-bicultural programs in desegregating school districts. (Author/EB)
Descriptors: Administrator Role/ Biculturalism/ *Bilingual Education/ Community Involvement/ *Compensatory Education Programs/ Court Cases/ *Court Litigation/ *Educational Legislation/ Equal Education/ Lawyers/ *Puerto Ricans/ School Integration/ Teacher Role

ED152096 FL009329
Meeting the Needs of the Bilingual Child. A Historical Perspective of the Nation's First Transitional Bilingual Education Law: Chapter 71A of the Acts of 1971, Commonwealth of Massachusetts.
Hailer, Richard M.
Massachusetts State Dept. of Education, Boston. Bureau of Transitional Bilingual Education.
76 22p.; Ten pages of black-and-white photographs are not included here because they will not film well. They are not included in the pagination: For related documents, see FL 009 327-328
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
This booklet is designed for those interested in an overview of the past five years of progress in bilingual education in Massachusetts. Topics discussed include the need for bilingual education; reasons for the development of bilingual education programs specifically in Massachusetts; the contribution of individuals in the writing of the bilingual education laws; the rationale for transitional bilingual education, as opposed to other forms of bilingual education; program implementation; and future prospects for bilingual education in Massachusetts. A directory of members of the Massachusetts Advisory Council on Bilingual Education concludes the booklet. (CLK)
Descriptors: *Bilingual Education/ *Bilingual Students/ *Educational Legislation/ Elementary Secondary Education/ English (Second Language)/ Language Instruction/ Language Maintenance/ Language of Instruction/ Language Programs/ Language Skills/ *Program Development/ Second Language Learning/ State Legislation/ State Programs/ *Student Needs/ Teaching Methods
Identifiers: *Massachusetts/ *Transitional Bilingual Education

ED144378 FL008864
Bilingual Education: Current Perspectives. Volume 3: Law.
Teitelbaum, Herbert; And Others
Center for Applied Linguistics, Arlington, Va.
Sep 77 88p.; For related documents, see ED 142 073 and ED 142 074
Available from: Center for Applied Linguistics, 1611 North Kent St., Arlington, Virginia 22209 ($7.95 plus $1.50 postage and handling for orders under $10.00)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
The Office of the Commonwealth of Puerto Rico and the Center for Applied Linguistics cooperated in a state-of-the-art study of the field of bilingual education. State-of-the-art papers were commisioned in four general areas concerning bilingual education: social science, languages and linguistics, law, and education. Each paper formed the central focus for a spearate conference at which it was discussed and elaborated upon by specialists from various fields within a given discipline. This volume is the third in a series of five volumes. The focus of the volume is the law. One major paper is presented, "The Legal Perspective," by Herbert Teitelbaum and Richard J. Hiller. This paper provides a historical perspective of legal issues related to bilingual education. The case of Lau v. Nichols, involving Chinese public school students and the San Francisco Unified School District, is described, as well as a number of similar cases. Common defenses offered by school boards for their failure to provide bilingual education are discussed, as well as bilingual education, and desegregation, and bilingualism in areas other than education. An article by A. John Wabaunsee, "Native American Viewpoint," concludes the volume. It deals with the problems encountered by Native Americans with bilingual education. (CLK)
Descriptors: American Indians/ *Bilingual Education/ Bilingualism/ Chinese/ Chinese Americans/ *Educational Legislation/ *Educationally Disadvantaged/ Educational Policy/ Federal Legislation/ Language Instruction/ Language of Instruction/ Laws/ Non English Speaking/ Second Language Learning/ Spanish/ Spanish Americans/ *State of the Art Reviews

ED135931 UD016831
Proceeding Under Title VI of the Civil Rights Act of 1964; Initial Decision in the Matter of Chicago Public School District #299 and Illinois Office of Education and City of Chicago, Illinois; Docket No. S-120. Administrative Proceedings in the Department of Health, Education and Welfare, National Science Foundation, Department of Housing and Urban Development.
Office for Civil Rights (DHEW), Washington, D.C.
15 Feb 77 58p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
This document presents the initial decision concerning a federal compliance review of the Chicago Public School District #299, the Illinois Office of Education, and the City of Chicago, Illinois. These proceedings try to determine if the school district under consideration was complying with Title VI of the 1964 Civil Rights Act. Violations of Title VI were found in the following areas: 1) the school district failed to take the necessary steps to open its instructional program to its English-limited students, 2) the school district's assessment and identification efforts restricted non or limited English speaking children from enjoying the benefits of the school district's educational programs, 3) the schooldistrict did not address the needs of approximately 31,000 non or limited English speaking children enrolled in the school district, 4) the school district assigned teachers and professional staff to certain schools on the basis of race, 5) the school district was not in compliance with Title VI of the 1964 Civil Rights Act in regard to its teacher and professional staff assignments and delivery of equal educational opportunities to non or limited-English speaking minority school children. Title VI, its implementing regulations, guidelines and effectualing policies are a result of Lau V. Nichols, 414 U.S. 563, 568 (1974). As a result of these proceedings federal financial assistance administered by the Department of Health, Education and Welfare has been terminated. (Author/AM)
Descriptors: Bilingual Education/ Civil Rights/ *Court Litigation/ *Equal Education/ Equal Opportunities (Jobs)/ Federal Aid/ *Financial Support/ Minority Group Children/ *Non English Speaking/ *School Districts
Identifiers: *Civil Rights Act 1964 Title VI/ *Illinois (Chicago)

ED128521 UD016293
Lau v. Nichols: History of a Struggle for Equal and Quality Education (An Excerpt).
Wang, L. Ling-Chi
Berkeley Unified School District, Calif. Asian American Bilingual Center.
Oct 75 7p.; Excerpt published as a supplement to the Asian American Bilingual Center Newsletter, vi ni October 1975
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
The history and issues leading to the Supreme Court decision which recognized the special educational needs and rights of limited English speaking students is traced in this article. Also discussed are the ensuing community struggles for the right to fashion the appropriate relief mandated by the Supreme Court and for the right to have quality bilingual bicultural education for students of all language and cultural backgrounds. The suit of Lau v. Nichols relating to San Francisco Unified School District was the last resort after all known channels for seeking equal educational opportunity had been exhausted. Paralleling the deteriorating situation in the school district were the accelerating juvenile delinquency rates in the 1960's in the Chinese community. The significance of the Lau v. Nichols decision nation-wide was immediately felt. There are, according to the U.S. Office of Education, approximately five million school children in the U.S. covered by the decision. Beyond its impact on public education, this decision has long-range legal implications on both the effectiveness and quality of government sponsored social and legal services now provided to non-English speakers across the nation. (Author/AM)
Descriptors: *Bilingual Education/ Bilingualism/ Bilingual Schools/ Bilingual Students/ *Chinese Americans/ Cultural Differences/ Cultural Pluralism/ Educational Policy/ English (Second Language)/ Equal Education/ Ethnic Groups/ *Historical Reviews/ Minority Group Children/ Non English Speaking/ *Policy Formation/ *Supreme Court Litigation
Identifiers: *California (San Francisco)/ *Lau v Nichols

ED127813 FL007962
Bilingual Education and the Law: An Overview.
Grant, Joseph .
Dissemination Center for Bilingual Bicultural Education, Austin, Tex.
76 25p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
There have been four major court decisions affecting bilingual education: Lau v. Nichols, Serna v. Portales, Aspira v. the New York Board of Education and Keyes v. Denver School District No. 1. Lau v. Nichols was an action brought by non-English-speaking Chinese-origin students claiming to be denied an education because they could not comprehend the language in which they were being taught. After two appeals, the Supreme Court found in favor of the students under the 1964 Civil Rights Act, without prescribing a specific remedy. However, in Serna v. Portales the Circuit Court required bilingual education as a solution when a "substantial group" is involved. The decision in Aspira v. the N.Y. Board of Education required testing of students in English and their native language to determine who should receive bilingual education. The Keyes decision specified that students should receive both instruction in English and native-language instruction in other subjects until they are competent in English. It seems clear that school systems must provide non-English-speaking students with special English instruction and that they must give these students an opportunity to learn the other school subjects as well. HEW's Office of Civil Rights has issued guidelines for eliminating illegal educational practices; these involve pupil evaluation and placement in the proper type of language program. (CHK)
Descriptors: *Bilingual Education/ Bilingual Students/ Bilingual Teachers/ Civil Rights Legislation/ *Court Litigation/ *Educational Legislation/ *Educational Policy/ *English (Second Language)/ *Language Instruction/ Language Proficiency/ Second Language Learning/ Supreme Court Litigation
Identifiers: Aspira v Board of Education/ Keyes v Denver School District Number 1/ Lau v Nichols

ED127055 RC009324
Bilingual-Bicultural Education: A Handbook for Attorneys and Community Workers.
Harvard Univ., Cambridge, Mass. Center for Law and Education.
Dec 75 351p.; Not available in hard copy due to marginal legibility of original document
Sponsoring Agency: Office of Economic Opportunity, Washington, D.C.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
The 1967 Elementary and Secondary Education Act Title VII generated national attention to the demands of Chicano, Puerto Rican, Chinese, Native American, and other groups for bilingual-bicultural education. The May 1970 Memorandum clarified the availability of the 1964 Civil Rights Act Title VI to advocates seeking such programs. In Lau v. Nichols, the Supreme Court left open the question of what kind of programs would meet Title VI standards. Thus legal advocates for bilingual-bicultural education have to be knowledgeable in the elements of bilingual-bicultural education philosophy, program and planning. Intended for use by legal service lawyers and other community advocates requiring quick access to the basic law of bilingual-bicultural education, these materials suggest various ways to obtain such programs. Topics covered are: the nature and effects of language exclusion, complaints and other litigation materials, relief, desegregation and bilingual-bicultural education, Federal and State laws, and types of programs. The 11 court decisions covered are: Lau v. Nichols, Serna v. Portales, U.S. v. Texas, Bradley v. Milliken, Martinez v. Santa Maria Independent School District, Morgan v. Kerrigan, Evans v. Buchanan, Morales v. Shannon, Aspira v. Board of Education of the City of New York, U.S. v. Board of Education of Waterbury, and Keyes v. School District No. 1 Denver. (NQ)
Descriptors: Biculturalism/ *Bilingual Education/ *Court Cases/ Court Litigation/ *Educational Legislation/ Federal Legislation/ Guides/ Laws/ Legal Problems/ Mexican Americans/ Minority Groups/ Program Descriptions/ Racial Integration/ *Reference Materials/ *Spanish Speaking/ State Legislation/ Teacher Education
Identifiers: Aspira v Board of Education of City of New York / Bradley v Milliken/ Evans v Buchanan/ Keyes v School District No 1 Denver/ Lau v Nichols/ Martinez v Santa Maria Indep School Dist/ Morales v Shannon/ Morgan v Kerrigan/ Serna v Portales Municipal Schools/ United States v Board of Education of Waterbury/ United States v Texas

ED125148 EA008481
Lau Remedies Outlined.
Cardenas, Jose A.
Intercultural Development Research Association, San Antonio, Tex.
Jan 76 11p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
The understanding of two principles is important if school districts are to develop comprehensive plans responsive to the Lau v. Nichols remedies specified by the Department of Health, Education, and Welfare (HEW) in ways that both adhere to the spirit of the Lau decision and allow the school district to develop coherent educational programs for all students. First, it should be understood that the remedies are minimal and that they have been drawn to adhere to the narrowest legal interpretation on the basis of the most promising current knowledge and thought relating to the education of children of limited English-speaking ability and cannot require bilingual, multicultural programs for all children. Second, an acceptable plan must include realistic time-outcome expectations; a plan can be rejected for projecting unrealistic expectations. The development of an elementary-level compliance plan calls for four phases: student identification, student language assessment, analysis of achievement data, and creation of program offerings. The process at the secondary level is the same except that program offerings can include a wider array of options. A sample community language survey form is included. (Author/IRT)
Descriptors: Academic Achievement/ *Bilingual Education/ *Community Surveys/ Educational Assessment/ Elementary Education/ *Federal Programs/ *Non English Speaking/ Program Design/ Secondary Education
Identifiers: *Lau v Nichols

ED122980 RC009147
Serna et al. v. Portales Municipal Schools et al.
Court of Appeals. Tenth Circuit.
May 74 22p.; Not available in hard copy due to marginal legibility of original document, Docket Number 73-1737
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
The appellees, all Spanish surnamed Americans, contended that the appellants deprived them of their right to equal protection of the laws. After hearing all evidence, the trial court had ordered the Portales schools to submit a plan for remedial action within 90 days. Appellees thereafter filed a Motion for Hearing to hear their objections to the appellants' plan and to introduce their own proposed bilingual-bicultural program. After reviewing both parties' programs, the trial court entered final judgment, which included: all students in grades 1-3 receive 60 minutes per day bilingual instruction; a bicultural outlook be incorporated in as many subject areas as practicable; testing procedures be established to test the results of the bilingual instruction and adjustments made accordingly; and junior high students be tested for English language proficiency and, if necessary, further bilingual instruction should be available. Appellants appealed, positing two grounds for reversal: appellees neither had standing nor were suitable parties to maintain this suit as a class action; and failure to afford a program of bilingual instruction to meet appellees' needs did not deny them equal protection of the law when such needs were not the result of discriminatory actions. The U.S. District Court for the District of New Mexico (District Court No. 8994); Judges Hill, McWilliams, and Durfee) upheld the trial court's plan as just, equitable and feasible. (NQ)
Descriptors: *Bilingual Education/ Civil Rights/ *Court Cases/ *Court Litigation/ Educational Discrimination/ Elementary Secondary Education/ *Equal Education/ Equal Opportunities (Jobs)/ Nondiscriminatory Education/ *Spanish Speaking/ Student Rights
Identifiers: New Mexico (Portales)/ *Serna v Portales Municipal Schools

ED117285 UD015705
Consent Decree in Aspira et al., Plaintiffs vs Board of Education of the City of New York, et al., Defendants.
New York City Board of Education, Brooklyn, N.Y.
30 Aug 74 32p.; Parts of this document may not be clearly legible due to the print quality of the original document
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
This document contains a press release and consent decree dealing with establishing city wide basic elements in the education of children whose functional language is Spanish. The major elements of this agreement extend on a city-wide level the best practices that are currently being attempted and implemented for target children in the New York City schools. Certain provisions of the agreement specify the class of children entitled to the full program: that is, those whose language deficiency prevents them from participating in the learning process and who can more effectively participate in Spanish. An improved method of identifying and classifying children who are Spanish speaking or Spanish surnamed is also being developed. The elements of the program that are to be provided in full by September 1975 are: (a) intensive instruction in English; (b) instruction in subject areas in Spanish; and, (c) the reinforcement of the pupils' use of Spanish and reading comprehension in Spanish where a need is indicated. Additionally, and not at the expense of these three elements, these students are to spend maximum time with other children as to avoid isolation and segregation from their peers. The basic program will be operable in a number of schools which will set up pilot programs by February, 1975. (Author/AM)
Descriptors: *Bilingual Education/ Bilingual Students/ *Court Litigation/ Culturally Disadvantaged/ Educationally Disadvantaged/ *Educational Needs/ Educational Policy/ English (Second Language)/ Equal Education/ Minority Group Children/ Non English Speaking/ Social Discrimination/ Social Integration/ Socially Disadvantaged/ *Spanish Speaking/ Tenl
Identifiers: *Aspira v Board of Education/ New York (Manhattan)

ED111542# RC008722
An Economic and Political Analysis of Bilingual Bicultural Education Legislation at the Federal Level.
Gonzales, Tobias
Chicano Fellows, Stanford, Calif.
75 16p.; For related documents, see RC 008 720-721, RC 008 723-724
Available from: Not available separately, see RC 008 720
Document Not Available from EDRS
The Bilingual Act first became law as a part of the Elementary and Secondary Education Amendments of 1967. At that time Congress appropriated $7 1/2 million for Bilingual Education programs. In 1974 according to "Education Daily" nearly $60 million will be spent. This paper makes an economic and political analysis of current Bilingual legislation and funding at the Federal level. Recommendations on policy and budget for the 1975-76 school year are also made. Divided into 5 major areas, the paper discusses: (1) the key issues behind Bilingual Education, (2) the merits and drawbacks of current legislation, (3) relevant studies that are significant for Bilingual programs, (4) positions of various powerful voting groups, and (5) recommendations for future policy and funding. (Author/NQ)
Descriptors: Biculturalism/ *Bilingual Education/ *Educational Finance/ *Educational Legislation/ *Federal Government/ *Mexican Americans/ Personnel/ Policy Formation/ Politics

ED107135 FL006899
The Current Status of U.S. Bilingual Education Legislation. CAL-ERIC/CLL Series on Languages and Linguistics, No. 23.
Geffert, Hannah; And Others
ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
May 75 132p.; For related document, see ED 044 703
Available from: Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209 ($3.50)
EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE
This report, prepared by the Lawyers' Committee for Civil Rights Under Law, collects federal, state, and other legisltation in effect since April 15, 1975. This is an update of the report published by the Center for Applied Linguistics in 1971. The notes preceding the statutes presented here indicate the laws in the previous compilation which were amended, repealed, or omitted in the report. Following an overview of court decisions and legislation affecting bilingual education, there are excerpts from court decisions, constitutions, and statutes affecting bilingual education. State statutory provisions and other "American-flag" jurisdiction legislation are listed. Finally, a summary is presented in tabular form of legislative activity in the 50 states and other jurisdictions. (Author/AM)
Descriptors: *Bilingual Education/ Civil Rights Legislation/ Constitutional Law/ Court Cases/ *Court Litigation/ *Educational Legislation/ *Educational Policy/ *Equal Education/ Equal Protection/ Federal Legislation/ Language Planning/ Laws/ State Legislation

ED100169 FL006588
Breaking the Language Barrier: The Right to Bilingual Education.
Grubb, Erica Black
Harvard Civil Rights-Civil Liberties Law Review, v9 n1 p52-94 Jan 1974
Jan 74 45p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
This article advances the view that constitutional doctrine now requires schools to provide instruction in the native tongue of non-English-speaking children until they have learned English. It will be argued that equality of educational opportunity, and hence equal protection, does not exist when the instruction provided by the state is incomprehensible to identifiable groups of children, and that to compel attendance under these conditions is a deprivation of liberty without due process of law. Before these two constitutional issues are dealt with in Parts 4 and 5, the factual and legal background of the problem is discussed in Part 1, and the statutory and state constitutional provisions lending support for affirmative judicial action are reviewed in Parts 2 and 3. (Author/KM)
Descriptors: *Bilingual Education/ Bilingual Schools/ Bilingual Students/ *Civil Rights Legislation/ *Constitutional Law/ *Educational Legislation/ Elementary Secondary Education/ Equal Education/ *Equal Protection/ Federal Legislation/ Language Programs
Identifiers: Bilingual Programs

ED090796 FL006069
Supreme Court of the United States, Lau et al. v. Nichols et al.
Supreme Court of the U. S., Washington, D.C.
Jan 74 12p.
Report No.: 72-6520
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
With this decision the Supreme Court of the United States reversed the judgments of lower courts and found that the failure of the San Francisco school system to provide English language instruction to approximately 1,800 students of Chinese ancestry who do not speak English denies them a meaningful opportunity to participate in the public educational program. The school system is therefore in violation of Section 601 of the Civil Rights Act of 1964, which bans discrimination based "on the ground of race, color, or national origin," in "any program or activity receiving federal financial assistance," and the implementing regulations of the Department of Health, Education, and Welfare. (Author/PM)
Descriptors: Bilingual Education/ Bilingualism/ *Bilingual Students/ *Chinese Americans/ Civil Rights/ Educational Opportunities/ *English (Second Language)/ *Equal Education/ Federal Legislation/ Non English Speaking/ Sociolinguistics/ *Supreme Court Litigation
Identifiers: California/ Civil Rights Act of 1964/ *San Francisco

Chapter 15. State-of-the-Art Reviews

Some Questions You Should Ask

Since the documents in this chapter cover virtually every aspect of bilingual education, you may write the questions!

Chapter 15. State-of-the-Art Reviews

EJ220235 TM505017
Bilingual Education of Minority Language Groups in the English-Speaking World: Some Research Evidence. Stirling Educational Seminar Papers No. 4.
Mitchell, Rosamond F.
CORE, v3 n2 pf13 Jun 1979 Jun79
Language: English
Research on education in Canada, the United States, the Philippines, and Ireland suggests that bilingual education of a pluralist character neither depresses nor enhances performance in English or in non-language subjects. Decisions to promote bilingual education are often based on social demands. (f=fiche numbers). (CP)
Descriptors: Acculturation/ *Bilingual Education/ Comparative Education/ *Cultural Pluralism/ Elementary Secondary Education/ Foreign Countries/ Microfiche/ *Monolingualism/ Opinions/ Research Reviews (Publications)/ *Social Influences/ Sociolinguistics
Identifiers: Canada/ Ireland/ Philippines/ United States

EJ197398 AA529378
Rationales for Bilingual Educational Reforms: A Comparative Assessment.
Paulston, Christina Bratt
Comparative Education Review, v22 n3 p402-19 Oct 1978 Oct78
Reprint: UMI
Language: ENGLISH
Following a brief history of bilingual education (BE), the author makes a meta-evaluation assessment of BE research, arguing that the findings are not so contradictory if one examines the theoretical frameworks chosen by the researchers. The equilibrium and conflict paradigms and the structural-functional theory are considered. (SJL)
Descriptors: *Bilingual Education/ Educational Change/ *Educational Objectives/ *Educational Theories/ Equal Education/ Evaluation Methods/ Immersion Programs/ Language Maintenance/ *Program Evaluation/ *Research Design
Identifiers: Canada/ Conflict Theory/ Equilibrium Theory/ *Structural Functional Theory/ United States

EJ160844 RC502440
Issues and Problems in Bilingual Bicultural Education Today
Trueba, Enrique T.
Journal of the National Association for Bilingual Education, 1, 2, 11-19 Dec 76
Today bilingual bicultural education is the single most important development in American education, because it represents a departure from the American ethnocentrism in previous decades, and increases respect for the rights of ethnic children, and a sensitive response to their needs. The little known about the effects of bilingual bicultural education in its short existence as an organized Federal and state funded major effort, leads to the belief that it has great potentiality, is not divise or wasteful, and could, in fact, be the answer to the deep cognitive and developmental problems of many ethnic children. (Author/NQ)
Descriptors: *Bilingual Education/ *Biculturalism/ *Educational Problems/ *Program Design/ Cultural Factors/ Cultural Awareness/ Educational Alternatives/ State Of The Art Reviews
Identifiers: *Bicultural Education

EJ120979 FL507752
Sociolinguistics and the Teaching of English
Lott, Bernard
English Language Teaching Journal, 29, 4, 271-277 Jul 75
Reviews some of the current literature on the sociolinguistic aspects of ESL. (RM)
Descriptors: *Literature Reviews/ *Sociolinguistics/ *English (Second Language)/ *Language Usage/ *Second Language Learning/ Language Research/ Language Instruction/ Sociocultural Patterns/ Adult Learning

EJ112744 FL507105
Bilingual/Bicultural Education. CAL/ERIC Clearinghouse on Languages and Linguistics Selected Bibliographies
Ney, James W.; Eberle, Donella K.
Linguistic Reporter, 17, 1, 7-9 Jan 75
This selected bibliography in bilingual/bicultural education presents a listing of readily available articles, surveys, textbooks, and anthologies to which the reader may turn for a broad introduction to the field. (SW)
Descriptors: *Bilingual Education/ *Biculturalism/ *Annotated Bibliographies/ Resource Materials/ Instructional Materials/ Textbooks

EJ068932 RC501111
An Overview of Research on Bilingualism
Taylor, Marie E.
Journal of Mexican American Studies, 1, 3-4, 136-56 Spr/Sum 72
Descriptors: Achievement/ Biculturalism/ *Bilingualism/ Experimental Programs/ *Literature Reviews/ Motivation/ *Research/ *Second Language Learning/ Spanish Speaking/ Success Factors

ED184304 FL010763
Second Annual Report of the National Advisory Council on Bilingual Education.
InterAmerica Research Associates, Rosslyn, Va.; National Advisory Council on Bilingual Education, Washington, D.C.
Nov 76 181p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Contract No.: 300-76-0362
EDRS Price - MF01/PC08 Plus Postage.
Language: English
Geographic Source: U.S./ District of Columbia
The history and condition of bilingual education in the United States and federal, state, and local administration of Title VII is summarized. The National Advisory Council recommends: (1) that national awareness of bilingual/multicultural education as an asset be encouraged; (2) that Title VII be broadened to reflect the pluralistic, social, and economic diversity of the nation; (3) that increased funding be made available for bilingual/multicultural educators and counselors, materials development and dissemination, test and methods development, project monitors and research; (4) that the Advisory Council become a Presidential Council; (5) that annual regional workshops be conducted to provide technical assistance for programs; (6) that multilingual models be developed for populations in which students of one language group are not sufficient to qualify for funding a bilingual program, but there are sufficient numbers of non-English dominant children of various languages to justify a program; (7) that a statistical survey be made of the number and percentage of limited English speaking students in special education classes; and (8) that a longitudinal study of exemplary demonstration projects to assess the cognitive and affective development of LESA children be conducted. (PMJ)
Descriptors: Biculturalism/ *Bilingual Education/ Bilingual Schools/ Bilingual Teacher Aides/ Bilingual Teachers/ Curriculum Design/ Educational Legislation/ *Educational Policy/ English (Second Language)/ *Federal Legislation/ Material Development/ *Multicultural Education/ *Second Language Programs/ Student Evaluation

ED183539 SP015723
Staff Development of Educational Personnel. The Michigan Plan. A Network of Local and Regional Centers.
West Virginia State Dept. of Education, Charleston.
Aug 79 47p.; For related documents, see SP 015 756-757.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: 300-78-0066
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Geographic Source: U.S./ West Virginia
Government: State
This document describes an organizational structure and processes for planning, coordinating and implementing staff development activities. It is meant as a guide or tool for individuals and agencies involved in professional development of school staffs. It is divided into six major sections: (1) definition of terms used in the document; (2) rationale for the staff development program; (3) Michigan's local staff development programs; (4) Michigan state staff development centers; (5) the state planning process; and (6) objectives and activities 1979-80. (JD)
Descriptors: Delivery Systems/ Governance/ *Inservice Teacher Education/ Needs Assessment/ *Professional Development / Program Budgeting/ *Program Development/ *Program Evaluation / *Staff Improvement/ Statewide Planning/ Teacher Centers
Identifiers: *Four States Project/ Michigan

ED180238 FL010887
Bilingual Education: A Vehicle for Bilingualism and Biculturalism. Two Presentations in the College of Education, Dialogue Series.
Valencia, Atilano A.; And Others
New Mexico State Univ., Las Cruces. Coll. of Education.
8 Feb 79 27p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Geographic Source: U.S./ New Mexico

Two papers on bilingual education are included. "The Emerging Features of Bilingualism and Bilingual Education in the U.S.A." by Atilano A. Valencia represents an overview of the development of programs and policies to meet the needs of bilingual students in the United States. The federal legislation and key court decisions of the 1960s that were responsible for mandating bilingual instruction are reviewed. Reasons for incomplete success in implementing these mandates are discussed. These reasons include slow development of bilingual teacher training and material development centers, which are only now beginning to meet demand; and continued public reluctance to discard old attitudes which view bilingual education as at best frivolous and at worst a social threat. In "Bilingual/Bicultural Teacher Education: An Approach," Robert L. Gallegos and Roy C. Rodriguez discuss bilingual/bicultural teacher training in New Mexico, which is offered as a model for other programs. Elements of the model include: (1) public school cooperation in providing student teaching opportunities; (2) assessment of student teacher needs; (3) weekly lesson plans consisting of units designed to meet specific (often interdisciplinary) learning objectives; and (4) evaluative conferences between instructors and student teachers, following completion of the program. (JB)

Descriptors: American Indians/ *Bilingual Education/ *Educational Assessment/ Federal Regulation/ Integrated Curriculum/ Language Attitudes/ Language Instruction/ Mexican Americans/ *Models/ *Multicultural Education/ Program Descriptions/ *State Programs/ Student Teaching/ *Teacher Education

Identifiers: *Bilingual Programs/ New Mexico

ED178248 RC011675
Perspectives and Issues in Bilingual-Bicultural Education.
Ogletree, Earl J.
76 22p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Geographic Source: U.S./ Illinois

Whether bilingual-bicultural education will become a change agent and secure equal status with other programs as a desirable and essential aspect of the American educational process is still a question. Like all socio-political issues, its future depends upon the attitudes and beliefs of the populace. One of the current stumbling blocks for the acceptance and implementation of bilingual education is the question of ethnic group status. To provide a compromise between the nativists and the immigrants, current bilingual education is being developed and funded on the basis of the transitional model. Bilingual schooling is not a new phenomena in the United States; since the 1700's, various ethnic groups have established their own schools teaching English as a subject. However, during and after World War I, restrictive legislation and nationalistic and isolationist foreign policies led to the "English only" policy in schools. But by 1975, 383 classroom demonstration projects in 42 languages (23 in American Indian and Eskimo languages) existed and $68,000,000 in Elementary and Secondary Education Act (ESEA) Title VII funds were expended for bilingual education. Significant legislation and court decisions that provided a foundation for bilingual education were Meyer v. Nebraska (1923), Farrington v. Tokusnige (1927), ESEA Title VII, Title VI of the Civil Rights Act (1964), the Bilingual Education Act (1968), Lau v. Nichols (1974), and Serna v. Portales (1964). (NEC)

Descriptors: Biculturalism/ *Bilingual Education/ Bilingualism/ *Court Litigation/ Cultural Pluralism/ *Educational History/ Educational Philosophy/ *Educational Policy/ Elementary Secondary Education/ English (Second Language)/ Ethnic Groups/ Immersion Programs/ Intercultural Programs/ Language Maintenance/ Language of Instruction/ Language Planning/ Language Programs/ *Legislation/ *Multicultural Education/ Objectives

Identifiers: Bilingual Education Act 1968/ Civil Rights Act 1964 Title VI/ Elementary Secondary Education Act Title VII/ Farrington v Tokusnige/ Lau v Nichols/ Meyer v Nebraska/ Serna v Portales

ED176541 FL009782

Dissertations and Data-Based Journal Articles on Bilingual Education. Bilingual Education Paper Series.

California State Univ., Los Angeles. National Dissemination and Assessment Center.

77 31p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Available from: National Dissemination and Assessment Center, 5151 State University Drive, King Hall C2094A, Los Angeles, CA 90032 ($1.00 copy, $12.00 subscription of 12)

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Geographic Source: U.S./ California

This bibliography was prepared to help educators locate recent research on bilingual education. It is divided into two parts: dissertations on bilingual education and data-based journal articles on bilingual education. The first part is taken from Dissertation Abstracts International from January, 1971 through November, 1976, under the headings of bicultural and bilingual. Sections include administration; adult; anthropology; curriculum development and instruction; elementary education; general education; guidance and counseling; language and literature; linguistics; mass communication; minorities; pre-school; psychology; sciences; sociology; special education; speech; teacher training; theory and practice; and vocational. The second part is a selected list of journal articles on bilingual education found in the Current Index to Journals in Education (CIJE), from January, 1971, through September 1976, under the headings bilingual-and bicultural. Sections include counseling and personnel services; disadvantages; early childhood education; educational management; exceptional; handicapped and gifted children; languages and lingusitics; reading and communication skills; rural education and small schools; social studies/social science education; teacher education; and tests, measurement and evaluation. Detailed information of each dissertation and article may be found in DAI and CIJE by referring to the volumes and pages given in the bibliography. (Author/NCR)

Descriptors: Bibliographic Coupling/ *Bibliographies/ *Biculturalism/ *Bilingual Education/ Bilingual Schools/ Cultural Factors/ Educational Policy/ Elementary Secondary Education/ English (Second Language)/ Guides/ Information Sources/ Information Utilization/ Reference Materials/ Resource Guides/ *Resource Materials/ Second Language Learning

ED172509 FL009177

Bilingual Education. Options in Education: Program Transcripts of a Weekly Series Broadcast by Member Stations of National Public Radio. Program No. 98.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.

14 Nov 77 22p.; Note available in paper copy due to small print size of original document

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Available from: Options in Education, National Public Radio, 2025 M Street, N.W., Washington, D.C. 20036 ($0.50)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Geographic Source: U.S./ District of Columbia

Transcripts of weekly programs broadcast by National Public Radio on bilingual education are presented with Wendy Blair and John Merrow. Contents are as follows: (1) Introduction; (2) "History of Bilingual Education" by Noel Epstein; (3) "Passamaquoddy Language Instruction in Maine" with Wayne Newall, Robert Leavitt, and Anna Arnois; (4) "Are Only Transitional Bilingual Programs the Answer" with Jose Cardenas; (5) "Bilingual Programs in South Philadelphia High School: with Binh Tham and Sung Choi; (6) "The American Institutes for Research Study" with Noel Epstein and Michael O'Malley; (7) "Why Bilingual Programs Are Not Successful" with Jose Cardenas; (8) "Bilingual Programs in New England" with Lucile Parchick; (9) "Bilingual Programs in Wisconsin" with Louise Strasbaugh and Nelia Olivencia; (10) "Bilingual Programs in California"; (11) "Noel Epstein Versus D. Jose Cardenas"; and (12) "Have Bilingual Education Programs Become Political?" by Noel Epstein. (SW)

Descriptors: American Indian Culture/ *American Indian Languages/ *Bilingual Education/ Bilingual Teachers/ Educational Accountability/ *Educational Assessment/ Elementary Secondary Education/ English (Second Language)/ Federal Programs/ Language Skills/ *Migrant Education/ Portuguese/ *Program Evaluation/ *Spanish Speaking/ Teacher Education

Identifiers: Passamaquoddy (Tribe)

ED169757 FL010184
Bilingual/Bicultural Education: Titles and Abstracts of Doctoral Dissertations.
California State Univ., Los Angeles. National Dissemination and Assessment Center.
78 383p.
Sponsoring Agency: Office of Bilingual Education (DHEW/OE), Washington, D.C.
Available from: University Microfilms International, 300 North Zeeb Road, Ann Arbor, Michigan 48106
EDRS Price - MF01/PC16 Plus Postage.
Language: English
Geographic Source: U.S./ California
Dissertation abstracts describing research on a wide variety of topics in bilingual education are presented. This publication is designed to provide background material for bilingual educators as well as practical procedures for bilingual teachers, administrators, counselors, and evaluators. The titles were acquired by using the two broad descriptors of bilingual and bicultural. The dissertations are presented under the following divisions: program management, assessment, language curriculum, and affective domain. The following topics are covered: scope, history, and legislation; development; bilingual program models; comparative studies (bilingual/monolingual); teacher education; investigations beyond North America; language proficiency; intelligence; acquisition and development; concept and development; language and culture; linguistics; sociolinguistics; reading and language arts; content fields; special education; career education; audio-visual media; self-concept; and attitudes toward bilingual education. (SW)
Descriptors: *Biculturalism/ *Bilingual Education/ Cultural Education/ Educational Assessment/ *Educational Research/ Elementary Secondary Education/ Higher Education/ Language Attitudes/ Language Development/ *Language Instruction/ *Language Research/ Language Skills/ Linguistic Performance/ *Multicultural Education/ Program Administration/ *Research Projects/ Sociolinguistics/ Teacher Education

ED168322 FL010156
Theoretical Foundations of the Language Development Program and Rationale for the Learning System: Language Development Program for Bilingual Education.
Southwest Educational Development Lab., Austin, Tex.
69 266p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Available from: Southwest Educational Development Laboratory, 211 East Seventh Street, Austin, Texas 78701
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Geographic Source: U.S./ Texas
Four theoretical papers and fourteen modules are presented that are to be used by local school systems to educate teachers and staff members in the understanding of curriculum content and acquisition of skills in teaching-learning procedures. The papers discuss the selected theories upon which the language program of the Southwest Educational Development Laboratory (SEDL) is based. They provide rationale and understanding for more detailed information found in "Back-up Information and Theoretical Foundations for Development of a Coding System." The modules include: (1) "Disruption, Disengagements, and Behavior Control"; (2) "A Rationale for Modeling and Drill Management Teaching Strategies Employed in Bilingual Programs"; (3) "Verbal Rewards"; (4) "Experience Referents"; (5) "The Self-Concept and Its Importance in Bilingual Education"; (6) "Developing an Awareness of Phonological Interferences"; (7) "The Why of Phonological Interferences and Techniques for Correcting Them"; (8) "Teacher/Pupil Talk Patterns"; (9) "The Bilingual Child and How He Differs"; (10) "Historical Considerations of Hispanic Contributions to the Settlement and Development of the Southwest"; (11) "Anthropological and Sociological Considerations Relating to the Hispanic People of the Southwest"; (12) "Psychological Foundations for Second-Language Teaching"; (13) "Minority Groups and the Problems of Prejudice, Discrimination, and Poverty"; and (14) "Cultural Contributions: Our Debt to the Hispanic People." (SW)
Descriptors: Anthropological Linguistics/ Behavior Problems/ *Bilingual Education/ Bilingualism/ *Cultural Awareness/ Elementary Secondary Education/ Intellectual Development/ *Language Programs/ Language Teachers/ Learning Theories/ Linguistic Theory/ Minority Groups/ Phonology/ *Second Language Learning/ Self Concept/ Social Discrimination/ *Sociolinguistics/ Teacher Education
Identifiers: *Southwest Educational Development Laboratory

ED162508# FL009632
Bilingual/Bicultural Education: A Need for Understanding. The Challenge of Communication. ACTFL Review of Foreign Language Education, Vol. 6.
Woodford, Protase E.
American Council on the Teaching of Foreign Languages, New York, N.Y.
74 37p.
Available from: Not Available Separately; See FL 009 619
Document Not Available from EDRS.
Language: English
Geographic Source: U.S./ New Jersey

This article discusses the varieties of bilingualism, types of bilingual programs, goals and program implementation, measurement and evaluation of bilingual/bicultural programs, teacher preparation, the impact of the ESEA Title VII Bilingual Education Act, sample programs, the question of language "standards," and studies about program outcomes. The term "bilingual" refers to persons who demonstrate abilities in two languages. Most bilinguals demonstrate mastery of one language and less than educated native speaker competence in the other language. Goals of bilingual/bicultural education vary from transition to English and rapid assimilation into the dominant culture to parallel programs in both English and the home language. A promising way to develop English literacy in children whose home language is other than English is to begin by teaching them to read and write in their home language, while acquiring skills in English. Bicultural programs stress understanding of and respect for the child's home culture and consideration of the home culture in teacher training and the program of studies. Understanding the attitudes of the non-English-speaking community and involving them in program planning are important. Reliable and valid measures of the language abilities of teachers and children in English and the home language in all skills are needed, and evidence of change in attitudes and self-concept of children should be gathered and evaluated. Progress of children in bilingual programs should be compared with children in traditional programs. (SW)

Descriptors: Biculturalism/ *Bilingual Education/ Bilingualism/ *Cultural Background/ Cultural Pluralism/ Educational Objectives/ Elementary Secondary Education/ *English (Second Language)/ Evaluation Criteria/ Higher Education/ *Language Instruction/ Language Maintenance/ *Language of Instruction/ *Language Skills/ Multicultural Education/ Program Development/ Program Evaluation/ School Community Relationship/ Second Language Learning/ Student Evaluation/ Teacher Attitudes/ Teacher Education

ED161246# FL009610
Bilingual Education: The National Perspective. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
Swanson, Maria Medina
American Council on the Teaching of Foreign Languages, New York, N.Y.
74 53p.
Available from: Not Available Separately; See FL 009 607
Document Not Available from EDRS.
Language: English
Geographic Source: U.S./ Illinois

This overview of bilingual education concerns definitions, rationale, program and student characteristics, background in the United States, data on bilingual programs, the sociocultural context, the politics of bilingual education, the development of specific bilingual programs, and studies and implications for the foreign language profession. Bilingual education involves the use of two languages, not simply learning English as a second language. It is beneficial to non-English speaking learners and to English-speaking students who wish to learn another language and culture. It has been affirmed that the use of English as the sole medium of instruction has left many children illiterate in their native languages and has contributed to low achievement levels in English itself. Information is presented on the number, geographic location, and linguistic distribution of bilingual education programs. Bilingual education is considered in a sociocultural context from the point of view of the non-ethnic majority, the school, and the ethnic minority. Changes in laws and school programs and funding considerations are discussed. The implementation of several bilingual education programs is considered, including program design and instruction, selection and development of materials, teacher training, community involvement, and evaluation. (SW

Descriptors: American Indians/ *Bilingual Education/ Bilingualism/ Community Involvement/ Cultural Background/ Cultural Context/ *Cultural Pluralism/ Educational Legislation / *Educational Policy/ Elementary Secondary Education/ English (Second Language)/ Ethnic Groups/ Federal Legislation/ French/ Higher Education/ Language Instruction/ *Language of Instruction/ Language Programs/ Navajo/ Political Influences/ Program Descriptions/ *Program Development/ Program Evaluation / School Community Relationship/ Second Languages/ Sociocultural Patterns/ Spanish/ Spanish Speaking/ Student Characteristics/ Teacher Education

ED159932 FL009788
Bilingual Resources, Vol. 1, No. 3 Spring 1978.
North Slope Borough School District. Barrow, Alaska.
78 42p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Available from: National Dissemination and Assessment Center, 5151 State University Drive, King Hall C2094A, Los Angeles, California 90032 ($2.50 per copy, $6.00 for a subscription of 3)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Language: ENGLISH
Geographic Source: U.S./ California
This journal consists of guides to instructional materials and articles on subjects of interest to teachers in bilingual education programs. The following articles and regular features appear in this issue: (1) "Social Class or Culture? -- A Fundamental Issue in the Education of Culturally Different Students," by Frank Angel, an excerpt from a discussion of the confusion of the two concepts of social class and culture; (2) "Behavior Modification Perspective and Bilingual/ Bicultural Education Models," by Todd R. Risley, an excerpt; (3) "A Re-Appraisal of Spanish-English Bilingualism for Bilingual Education in the U.S.A.," by Atilano A. Valencia, a discussion of different perspectives of bilingualism and the resulting orientations; (4) "Supply and Demand Factors Related to Bilingual Spanish Teaching Candidates Emerging from Public and Private Colleges and Universities in California, 1976-1977," by Robert Forbes and Berenice Haley; (5) "Instructional and Resource Materials: Annotations"; (6) "Literacy for America's Spanish Speaking Children," by Eleanor Wall Thonis, an excerpt; (7) "Publications of the National Dissemination and Assessment Center, Los Angeles," brief descriptions of recently published and forthcoming material; (8) "Test Review: Basic Inventory of Natural Language (BINL);" and (9) "Selections from Native American Poetry." (AMH)
Descriptors: American Indians/ Behavior Change/ Biculturalism/ *Bilingual Education/ Bilingualism/ Bilingual Teachers/ Cultural Factors/ Elementary Secondary Education/ English (Second Language)/ Guides/ *Instructional Materials/ Language Dominance/ *Language Instruction/ Language Proficiency/ Language Tests/ Poetry/ Publications/ Reading Instruction/ Reading Tests/ *Resource Guides/ Resource Materials/ Second Language Learning/ Social Factors/ Spanish Speaking/ Standardized Tests/ *Teaching Methods/ *Testing

ED159926 FL009778
Bilingual Resources, Vol. 1, No. 1, Fall 1977.
California State Univ., Los Angeles. National Dissemination and Assessment Center.
77 51p.; Parts may not reproduce clearly
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Available from: National Dissemination and Assessment Center, 5151 State University Drive, King Hall C2094A, Los Angeles, California, 90032 ($2.50 per copy, $6.00 Subscription of 3)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Language: ENGLISH
Geographic Source: U.S./ California
This journal, the first in a new series of publications, consists of guides to instructional materials and articles on subjects of interest to teachers in bilingual education programs. The following articles and regular features appear in this issue: (1) Publications of the National Dissemination and Assessment Center, Los Angeles, a list of selected bilingual curricular and testing materials; (2) Instructional and Resource Materials: Annotations; (3) "Reading and the Bilingual Child," by Doris Ching, an excerpt; (4) The Misinterpretation of Grade Equivalents; (5) Selected Principles on Culture-Fairness in Testing; (6) Test Review: SWRL Proficiency Verification Systems in Mathematics; (7) A Feature Review, Chinese Cultural Heritage in America: Children's Readers of Festivals, includes brief descriptions of the individual booklets in the series; and (8) National Network Highlights, discussing the Asian American Bilingual Center, Berkeley. (AMH)
Descriptors: Biculturalism/ *Bilingual Education/ Book Reviews/ Chinese Americans/ Chinese Culture/ Culture Free Tests/ Elementary Secondary Education/ English (Second Language)/ Grade Equivalent Scores/ Guides/ Information Sources/ *Instructional Materials/ *Language Instruction/ Mathematics Materials/ Publications/ Reading Instruction/ *Resource Guides/ Resource Materials/ Second Language Learning/ *Teaching Methods/ *Testing
Identifiers: Elementary Secondary Education Act Title VII

ED159925 FL009777
Bilingual Resources, Vol. 1, No. 2, Winter 1978.
California State Univ., Los Angeles. National Dissemination and Assessment Center.
78 44p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Available from: National Dissemination and Assessment Center, 5151 State University Drive, King Hall C2094A, Los Angeles, California 90032 ($2.50 per copy, $6.00 for a subscription of 3)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Language: ENGLISH
Geographic Source: U.S./ California
This journal consists of guides to instructional materials and articles on subjects of interest to teachers in bilingual education programs. The following articles and regular features appear in this issue: (1) "Evaluation of the Impact of ESEA Title VII Spanish/English Bilingual Education Program: Abstract and Summary of Findings"; (2) A review of "Evaluation of the Impact of ESEA Title VII Spanish/English Bilingual Education Program," by Michael O'Malley; (3) "English Reading for Asian Students," by Grace E. Lee, a discussion of cultural variables and their influence on language acquisition among Asian students; (4) "Opening the Classroom to Indian Students (Head 'em Off at the Pass)," by Dwight A. Billedeaux, a discussion of the systematic stereotyping of American Indians and their exclusion from quality education because of this; (5) "Instructional and Resource Materials: Annotations"; (6) "Publications of the National Dissemination and Assessment Center, Los Angeles," brief descriptions of recently published and forthcoming material; (7) "Issues in Language Testing," a discussion of some of the problems teachers face when assessing child language usage problems; and (8) "Test Reviews: Spanish/English Language Performance Screening (S/Elps) and the Austin Spanish Articulation Test (ASAT)." (AMH)
Descriptors: American Indians/ Asian Americans/ Biculturalism/ *Bilingual Education/ Cultural Factors/ Elementary Secondary Education/ English (Second Language)/ Information Sources/ *Instructional Materials/ Language Dominance/ *Language Instruction/ *Language Programs/ Language Tests/ Learning Modules/ Program Evaluation/ Publications/ Reading Instruction/ Resource Guides/ *Resource Materials/ Screening Tests/ Second Language Learning/ Spanish/ Speech Pathology/ Stereotypes/ Teaching Methods/ *Testing
Identifiers: Elementary Secondary Education Act Title VII

ED158584 FL009691
Bilingual Bicultural Education: Conference Papers.
Moody, Charles D., Sr., Ed.
Michigan Univ., Ann Arbor. Program for Educational Opportunity.
77 136p.; Some pages may not reproduce clearly
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Contract No.: 305-75-0001
Available from: Program for Educational Opportunity, 1046 School of Education, The University of Michigan, Ann Arbor, Michigan 48109
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Language: ENGLISH
Geographic Source: U.S./ Michigan
The articles included in these proceedings are presented in order to give some insight into the meaning and scope of bilingualism and bilingual education. The volume is divided into sections respresenting the following five areas of concern in bilingual education: philosophy, legal aspects, language and linguistics, culture, and techniques and teaching strategies. The papers dealing with these areas are: (1) "A New Philosophy of Education," by A. Castaneda, P.L. Howard and M. Ramirez; (2) "Lau v Nichols: Implications for Bilingual-Bicultural Education," by E.H. Steinman; (3) "Language and Linguistics in Bilingual Education," by R. C. Troike; (4) "Spanish Usage in the United States," by L. B. Kiddle; (5) "Spanish Speakers' Linguistic Interference on Their English" by D. A. Thomas; (6) "Arguments in Support of Bilingual-Bicultural Education," by S. Betances; (7) "The Cultural, Social, and Educational Backgrounds of the Chaldean and Arabic Students in Michigan Schools," by G. H. Sesi; (8) "The Community: A Neglected Resource for Bilingual Program Effectiveness," by R. Martinez; (9) "Appropriate Models for Bilingual-Bicultural Instruction in Michigan," by W. Katra and W. Cline; (10) "The Implementation of the Bilingual Program for the Vietnamese Children at Palmer Elementary School, Grand Rapids, Michigan," by T. C. Xuan; and (11) "Strategies for the Implementation of Bilingual Programs," by J. Thomas. The appendices give the texts of the U. S. Supreme Court Decision, Lau v. Nichols, and the Michigan Bilingual Education Act. (AMH)
Descriptors: Arabs/ *Biculturalism/ *Bilingual Education/ *Bilingualism/ Bilingual Students/ Communicative Competence (Languages)/ Community Resources/ Cultural Background/ Cultural Factors/ *Educational Legislation/ *Educational Philosophy/ Elementary Secondary Education/ Federal Legislation/ Language Instruction/ *Language Programs/ Linguistics/ Program Development/ Second Language Learning/ Spanish Speaking/ Teaching Methods/ Vietnamese
Identifiers: Lau v Nichols/ Michigan/ Michigan Bilingual Education Act

ED158572# FL009651
The Bilingual Education Movement: Essays in Progress. Studies in Language and Linguistics, 1977-78.
Mackey, William F.; And Others
77 153p.
Available from: Texas Western Press, The University of Texas at El Paso, El Paso, Texas 79968 ($5.00 paper, $10.00 cloth)
Document Not Available from EDRS.
Language: ENGLISH
Geographic Source: U.S./ Texas
This collection of six essays discusses the topics of language diversity, ethnic problems, and a worldwide drive for bilingual education. The main thrust in the essays is toward a global view of these phenomena, particularly bilingual instruction, with special attention given to the American southwest. Both similar and dissimilar patterns emerging throughout the world are examined and prospects for success in the bilingual education movement are discussed. Part 1, Language and Educational Factors, includes chapters on: (1) the Bilingual Education Movement: Patterns and Prospects; (2) Research Priorities in Bilingual Education in the United States: Challenges for the Present and Future; and (3) Evaluating Bilingual Education Programs: Critical Variables. Part 2, Social and Political Dimensions, includes chapters on: (4) Language and Culture in the Global Community; (5) Bilingual Education as an Ecology; and (6) The Revolt of the Ethnics. (Author/NCR)
Descriptors: *Bilingual Education/ Bilingual Schools/ *Educational Policy/ Ethnicity/ Global Approach/ *Language Planning/ Language Programs/ Mexican Americans/ Multilingualism/ Program Evaluation/ Research Needs/ Second Language Learning/ Sociocultural Patterns/ Sociolinguistics

ED155679 CS004203
Bilingual, Bicultural, and Bidialectal Studies Related to Reading and Communication Skills: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through April 1978 (Vol. 38 Nos. 7 through 10).
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
78 iOp.; Some pages may not reproduce well due to poor type
EDRS Price MF-$0.83 HC-$i.67 Plus Postage.
This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 12 titles deal with the following topics: the acquisition of bilingualism by infants and young children; psycholinguistic abilities of American Indian children; effects of creative dramatics on oral language abilities and self esteem of blacks, Chicanos, and Anglos; factors that affect Chicano and Anglo children's acquisition of knowledge from connected discourse; the relation between reading achievement and bidialectal oral language performance of black children; use of the language experience approach in summer schools for bilingual migrant children; reading problems of black children as assessed through the concept of syntactic distractibility; the relationship between teachers' attitudes toward black vernacular English and self concept formation in black children; the effect of folk legends told in the Chicano Spanish dialect on Chicano children's attitudes and comprehension; language patterns and socioeconomic status as criteria for academic success of black students; the effects of selected variables on school achievement of Mexican American children; and code switching among Spanish-English bilingual children. (GW)
Descriptors: Academic Achievement/ American Indians/ Annotated Bibliographies/ Bilingual Education/ *Bilingualism/ Black Dialects/ Black Students/ Creative Dramatics/ *Doctoral Theses/ Elementary Secondary Education/ *Ethnic Groups/ Folk Culture/ Language Development/ Language Experience Approach/ *Language Research/ *Language Skills/ Mexican Americans/ Migrant Child Education/ Reading Achievement/ Reading Comprehension/ Reading Difficulty/ *Reading Research/ Self Concept

ED153758 95 RC010459
Bilingual Education: An Appraisal of Empirical Research.
Zappert, Laraine Testa; Cruz, B. Roberto
Bay Area Bilingual Education League, Berkeley, Calif.; Berkeley Unified School District, Calif.
77 106p.
Sponsoring Agency: Office of Bilingual Education (DHEW/OE), Washington, D.C.
Contract No.: 300-75-0328
Available from: BAHIA Press, 2168 Shattuck Avenue, Room 216, Berkeley, California 94704 ($5.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
The volume presents an appraisal of the empirical research in Bilingual Education. Over 180 research studies and project evaluations were reviewed and evaluated for the soundness of their research designs. Chapter I presents a discussion of the types of research conducted in bilingual education. It includes an introduction to the problems encountered in such research, and a description of the objective criteria used in selecting the research included in the volume. Chapter II presents an examination of the effects of bilingual education and bilingualism on the academic, cognitive and affective aspects of student performance -- the development of oral language skills, reading and writing ability, mathematics and social studies achievement, cognitive functioning, cultural attitudes and school attendance. In Chapter III the findings of the methodologically sound research are described, and their implications for policy-making decisions on bilingual education programs are discussed. This chapter also includes a discussion of future directions in research on bilingual education. The charts in Chapter IV illustrate the methodological weaknesses of a particular study or project evaluation which was excluded. Chapter V is a comprehensive research bibliography of studies and project evaluations included and excluded in the volume. It provides the necessary reference information required to locate the original research source. (Author/NQ)
Descriptors: Academic Achievement/ Attendance/ *Bilingual Education/ Bilingualism/ Cognitive Development/ *Educational Accountability/ *Educational Research/ Language Development/ Mathematics Education/ *Program Evaluation/ Reading Ability/ Research Criteria/ Research Design/ *Research Reviews (Publications)/ Social Studies/ *Spanish Speaking/ Student Attitudes

ED153496 FL009425
A Selected, Annotated Bibliography on Bilingual/ Bicultural Education. Bilingual/Bicultural Education Series, No. 2. Indochinese Refugee Education Guides.
Center for Applied Linguistics, Arlington, Va.
76 13p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
This highly selective annotated bibliography is intended for the general K-12 classroom teacher who is unfamiliar with the purposes, methods and techniques of bilingual education. With the influx of Indochinese refugees into our nation's school systems, many teachers found that for the first time in their teaching careers, they had one or more non-English speaking children in their classrooms. In an attempt to help the refugee child adjust to the American environment, the teacher began to ask questions about native language instruction, English as a second language, necessary cultural components, etc. It is hoped that this bibliography will lead to some useful answers. The entries are divided into five sections: Information Sources, Anthologies, Bilingualism, General Aspects of Bilingual Education, Specific Bilingual Programs and Curriculum. (Author/AMH)
Descriptors: Annotated Bibliographies/ Asian Americans/ *Biculturalism/ *Bilingualism/ Bilingual Schools/ Bilingual Students/ Cross Cultural Training/ Curriculum Planning/ Educational Resources/ Elementary Secondary Education/ English (Second Language)/ *Indochinese/ Information Sources/ Language Instruction/ Language Programs/ Non English Speaking/ *Refugees/ *Resource Materials/ Second Language Learning/ Second Languages/ Teaching Methods

ED151905 95 EA010396
Proceedings of National Conference on Research & Policy Implications. Lau Task Force Report. "Findings Specifying Remedies for Eliminating Past Educational Practices Ruled Unlawful Under Lau v. Nichols" (Austin, Texas, June 17-18, 1976).
Southwest Educational Development Lab., Austin, Tex.
77 315p.; Pages 144-155 and 227-232 may be marginally legible
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: 400-76-0051
Available from: Office of Communications, Southwest Educational Development Laboratory, 211 East 7th Street, Austin, Texas 78701 (free)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
This publication presents the proceedings of a national conference on the research and policy implications of the U.S. Supreme Court's decision in Lau v. Nichols that was held in Austin, Texas, June 17-18, 1976. The conference was designed around eight panel discussions that focused on the following topics: 1) analysis of performance variables affecting use of dominant language in bilingual settings, 2) review of research on culturally based learning behaviors, 3) analysis of the nature and importance of culturally responsive programs, 4) analysis of the dynamics of first and second language acquisition in the context of general cognitive development, 5) review of current bilingual/multicultural programs and models, 6) analysis of culturally based process variables, 7) discussion of potential administrative problems and solutions in implementing bilingual/multicultural programs, and 8) review of statutory and judicial bases for bilingual program implementation. The report is divided into separate sections for each panel discussion. Each panel report begins by identifying the panel participants, then presents in turn the text of the investigators' papers, excerpts from the discussants' remarks, and a brief synopsis of the floor discussion. (Author/JG)
Descriptors: Academic Achievement/ *Bilingual Education/ *Conference Reports/ Cultural Awareness/ Educational Policy/ Educational Research/ Elementary Secondary Education/ *Intercultural Programs/ Models/ Program Development/ School Law/ Second Language Learning/ *Supreme Court Litigation
Identifiers: *Lau v Nichols

ED146822 FL009087
Bilingual Education: Current Perspectives. Volume 4: Education.
Blanco, George; And Others
Center for Applied Linguistics, Arlington, Va.
Nov 77 155p.; For related documents, see ED 142 073-074 and ED 144 378
Available from: Center for Applied Linguistics, 1611 North Kent St., Arlington, Virginia 22209 ($7.95 plus $1.50 postage and handling for orders under $10.00)
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
The Office of the Commonwealth of Puerto Rico and the Center for Applied Linguistics cooperated in a state-of-the-art study of the field of bilingual education. State-of-the-art papers were commissioned in four general areas concerning bilingual education: social science, languages and linguistics, law, and education. Each paper formed the central focus for a separate conference at which it was discussed and elaborated upon by specialists from various fields within a given discipline. This volume is the fourth in a series of four volumes that present the major papers and viewpoints of discussants. The focus of this volume is education. One major paper is presented, "The Education Perspective," by George Blanco, and the viewpoints include: "Budgeting for Bilingual Education," by Jose A. Cardenas; "Psycholinguistic Evidence," by James Cummins; "Analyzing Bilingual Education Costs," by Joseph D. Garcia; "Cross-Cultural Research," by William Hall; "Meeting the Needs," by Byron W. Hansford; and "The Importance of Testing," by Protase Woodford. (CLK)
Descriptors: Biculturalism/ *Bilingual Education/ Bilingualism/ *Cross Cultural Training/ *Educational Finance/ Educational Legislation/ Educational Needs/ Educational Policy/ Elementary Secondary Education/ Federal Legislation/ Language Instruction/ Language of Instruction/ Language Proficiency/ Language Research/ Language Tests/ Program Costs/ *Psycholinguistics/ Second Language Learning/ *State of the Art Reviews/ Student Needs/ *Testing

ED146785# FL009015
The Language Education of Minority Children: Selected Readings.
Spolsky, Bernard, Ed.
72 200p.
Available from: Newbury House Publishers, Inc., 68 Middle Road, Rowley, Massachusetts 01969 ($6.95)
Document Not Available from EDRS.
This volume on the language education of minority children is divided into three sections: (1) Multilingualism in the United States, (2) Bilingualism and Bilingual Education, and (3) Language Education in Practice. Following an introductory essay, "The Language Education of Minority Children," by Bernard Spolsky, the articles in the first section include: "The Language Problems of American Indian Children," by Sirarpi Ohannessian; "The Codes of the Spanish-English Bilingual," by Donald M. Lance; and "Social Class or Culture? A Fundamental Issue in the Education of Culturally Different Students," by Frank Angel. Articles in the second section are: "Bilingualism and Education," by A. Bruce Gaarder; "Bilingualism and Thought," by John Macnamara; "Bilingualism as a Social Force," by Ralph W. Yarborough; "Bilingual Education in a Sociolinguistic Perspective," by Joshua A. Fishman and John Lovas; and "Bilingual Education Programs in the United States: For Assimilation or Pluralism?" by Rolf Kjolseth. The six articles in the third section include: "Teaching English to Speakers of Other Languages: Problems and Priorities," by Mary Finocchiaro; "Educational Considerations for Teaching Standard English to Negro Children," by Joan C. Baratz; "Barriers to Successful Reading for Second-Language Students at the Secondary Level," by Joyce Morris; "The Language of Tests for Young Children," by Graeme Kennedy; "Are We Really Measuring Proficiency with Our Foreign Language Tests?" by Eugene Briere; and "The Limits of Language Education," by Bernard Spolsky. (CLK)
Descriptors: *Bilingual Education/ *Bilingualism/ Bilingual Students/ Black Dialects/ Elementary Secondary Education/ English (Second Language)/ *Language Instruction/ Language of Instruction/ Language Proficiency/ Language Skills/ Language Tests/ *Minority Group Children/ Multilingualism/ Nonstandard Dialects/ Reading Instruction/ Second Language Learning/ Sociocultural Patterns/ Spanish Speaking

ED145996 RC010184
Bilingual-Bicultural Education in the Southwest.
Davey, William G.; Chiavacci, Walter P.
24 Feb 77 35p.; From the collected work, "The Current Status of Minorities in the Southwest" papers presented at the Society for Intercultural Education, Training, and Research (Chicago, Illinois, February 24-27, 1977). Related documents include RC 010 180-4 ; Best copy available
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Since the resurgence of bilingual schooling in the early sixties, the southwestern states have provided substantial leadership in facilitating the growth and development of cultural pluralism and bilingual education. Visible are two types of bilingual education programs: assimilation models which are designed to produce ethnic language shift, and pluralistic models which tend to foster native language and cultural maintenance while acquiring the second linguistic code and culture. Although the earliest bilingual programs in the Southwest were predominantly oriented to the Spanish speaking, current programs have diversified to include various Native American and Asian languages. As bilingual-bicultural programs grow, the need for increased supporting services, adequate teacher training, and effective program evaluation becomes critical. The paper reviews the incidences of bilingualism and lack of educational achievement of non-English minorities in the southwestern states and the steps taken to provide educational programs responsive to the needs of these students; gives a statement of definitions; and discusses the rationale, programs, structure, and implications of bilingual-bicultural education in the Southwest. Appended are guidelines for: Arizona's bilingual teachers; the professional preparation for the Bilingual/Cross-Cultural Specialist; the evaluation of individual teacher performance in a bilingual setting; the evaluation of bilingual programs in California. (NQ)
Descriptors: American Indians/ *Biculturalism/ *Bilingual Education/ Bilingual Teachers/ *Cross Cultural Training/ Cultural Pluralism/ Educational Change/ *Educational History/ Educational Philosophy/ Evaluation Criteria/ Guidelines/ Language of Instruction/ Mexican Americans/ *Non English Speaking/ Program Content/ Program Evaluation/ *Spanish Speaking/ Teacher Education/ Teacher Evaluation
Identifiers: Bicultural Education/ *United States (Southwest)

ED145727 FL009009
The Cognitive Development of Bilingual Children: A Review of Recent Research.
Cummins, James
77 56p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Studies conducted with middle-class balanced bilinguals in "additive" environments, where both languages are prestigious, have generally reported that bilinguals showed a higher level of cognitive performance than monolinguals. In these studies, bilinguals showed higher levels of general intellectual skills, higher levels of divergent thinking, a more analytic orientation to language and greater sensitivity to feedback cues. However, studies conducted in "subtractive" environments, where the less prestigious first language is in the process of replacement by the second language, have tended to report that bilinguals experienced difficulties in expressing their intelligence through language. The competence that a bilingual gains in his two languages may act as an intervening variable in mediating the effects of his bilingual learning experiences on cognitive growth, i.e., there may be threshold levels of linguistic competence which bilingual children must attain in order both to avoid cognitive deficits and to allow the potentially beneficial aspects of becoming bilingual to influence cognitive growth. (Author/CFM)
Descriptors: *Bilingualism/ *Bilingual Students/ Child Language/ Cognitive Ability/ *Cognitive Development/ Cognitive Processes/ *Environmental Influences/ Family Environment/ Intellectual Development/ Intelligence/ Language Ability/ *Language Research/ Linguistic Competence/ Linguistic Performance/ Literature Reviews/ Second Language Learning/ Social Environment/ *Socioeconomic Influences/ Verbal Ability
Identifiers: Balanced Bilinguals

ED144379 FL008866
Report of the NEA Task Force on Bilingual/Multicultural Education.
National Education Association, Washington, D.C.
Jul 75 9p.; Report presented to the Representative Assembly of the National Education Association (54th, July 1975)
Available from: National Education Association, 1201 Sixteenth St. N.W., Washington, D.C. 20036
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
This report consists of two sets of criteria developed by the NEA Task Force on bilingual/multicultural education. The criteria presented are for: (1) effective bilingual/multicultural education programs, and (2) state legislation which establishes such programs. The first set of criteria includes factors such as state and federal laws, student characteristics, staff characteristics and preparation, program and curriculum development, community involvement, and research. The second set of criteria includes 25 factors which state legislation must reflect, concerning the languages of instruction, the maintenance of languages other than English, cultural education, parental involvement, teacher education and qualifications, program evaluation, subsidy of programs, assessment of student language skills, and the establishment of resource centers. The report further considers the issue of the motivation of individuals and groups who directly and indirectly profit from bilingual/multicultural education, including students, teachers, local education associations, school boards, the community, school administrations, support staff, and higher education. The Task Force recommends that NEA: (1) accept the criteria outlined in the report as its official position with respect to bilingual/multicultural education, and (2) work with state affiliates to implement these policies. (CLK)
Descriptors: Biculturalism/ *Bilingual Education/ Bilingualism/ Bilingual Students/ Boards of Education/ Community Attitudes/ Criteria/ Cultural Education/ *Cultural Pluralism/ *Educational Legislation/ *Educational Policy/ Educational Specifications/ English (Second Language)/ Higher Education/ Language Instruction/ Language of Instruction/ *Language Programs/ Program Development/ Program Effectiveness / *Program Planning/ Teacher Qualifications

ED144345# FL008789
A Sociolinguistic Approach to Bilingual Education: Experiments in the American Southwest.
Cohen, Andrew D.
75 352p.
Available from: Newbury House Publishers, Inc., 68 Middle Road, Rowley, Massachusetts, 01969 ($10.95)
Document Not Available from EDRS.
This book incorporates a general discussion of bilingualism and its relation to sociolinguistic facts with a description of the Redwood City, California, bilingual education project, begun in 1969. Chapter 1 describes the phenomenon of bilingualism, while Chapter 2 deals with the concept of bilingual education. The relationship between bilingualism and intelligence is discussed in Chapter 3, and Chapter 4 provides a broad-ranging discussion of the Mexican American people. Chapters 5 through 12 deal with the Redwood City study, and cover the research design and methodological procedures and a description of the Redwood City community (Chapter 5), school instructional programs during the time of the study (Chapter 6), the measurement of Spanish and English language proficiency of children in the bilingual program and the control group (Chapter 7), a linguistic account of deviant forms in the childrens' language (Chapter 8), a sociolinguistic account of language use patterns (Chapter 9), the effects of bilingual schooling on the acquisition of mathematical skills and on the development of certain intellectual abilities (Chapter 10), and children's attitudes towards Mexican and American culture and toward school and parental attitudes toward Spanish and English (Chapter 11). Chapter 12 states the conclusion of the study and offers a series of recommendations. (Author/CLK)
Descriptors: Academic Achievement/ Biculturalism/ *Bilingual Education/ Bilingualism/ Educational Policy/ *Elementary Education/ English/ Language Attitudes/ Language Instruction/ Language of Instruction/ Language Proficiency/ *Language Programs/ Language Role/ Language Usage/ Language Variation/ Mexican Americans/ *Program Descriptions/ Sociocultural Patterns/ *Sociolinguistics/ *Spanish/ Student Attitudes
Identifiers: *California (Redwood City)

ED142621 UD017115
Bilingual Education-A Perspective.
Fishman, Joshua A.
Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.
77 13p.
Available from: IRCD Bulletin, v12 n2, Spring, 1977. Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027 ($1.00)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
This paper defines bilingual education and notes that because of bilingual education's broad definition, a number of vastly different types of programs and program goals are being pursued. Four broad categories of bilingual education programs based on four different kinds of community and school objectives are discussed in this paper. Each of these is illustrated by an existing or proposed bilingual education program for some Spanish Speaking community. Several rationales advanced for bilingual education are reviewed. Briefly discussed is the issue of how bilingual education might affect the future of language teaching and language learning in the United States. Most American bilingual education programs are viewed as academically compensatory and as socioeconomically compensatory for disadvantaged minority group children from non-English speaking families. It is noted that if bilingual education is sold as a "compensatory promissory note", teachers and citizens will be disappointed. A number of questions about bilingual education are discussed within a comparative and sociolinguistically-oriented framework. Among these are: (1) Must one language always be an "other" tongue? (2) Can the school "go it alone" for bilingual education? (3) Can community interest be too divisive for the good of bilingual education? (4) Does the world or mankind really need all those ethnic languages?. (Author/AM)
Descriptors: *Bilingual Education/ *Bilingualism/ Bilingual Students/ *Definitions/ Educational Policy/ Educational Practice/ *Educational Problems/ Ethnic Groups/ Minority Group Children/ Non English Speaking/ *Second Language Learning/ Social Factors/ Sociolinguistics/ Spanish Speaking/ *State of the Art Reviews

ED142074 FL008737
Bilingual Education: Current Perspectives. Volume 1.: Social Science.
Fishman, Joshua A.; And Others
Center for Applied Linguistics, Arlington, Va.
Jun 77 148p.
Available from: Center for Applied Linguistics, 1611 N. Kent St., Arlington, Virginia 22209 ($7.95 plus $1.50 postage and handling for orders under $10.00)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Recognizing a need for an objective, multidisciplinary and comprehensive look at the field of bilingual education, the Office of the Commonwealth of Puerto Rico and the Center for Applied Linguistics cooperated in a state-of-the-art study of the field. State-of-the-art papers were commissioned in four general areas concerning bilingual education: social science, languages and linguistics, law, and education. Each paper formed the central focus for a separate conference at which it was discussed and elaborated upon by specialists from various fields within a given discipline. This volume is the first in a series of four volumes that present a collection of the major papers and the viewpoints of the discussants. The focus of the volume is social science. The state-of-the-art paper is "The Social Science Perspective," by Joshua Fishman, and the viewpoints include: "Social History," by Shirley Brice Heath; "Ethongraphy," by Hugh Mehan; "Anthropology," by Sarah Nieves-Squires; "Sociology and Education," by H. Ned Seelye; and "Political Science," by Brian Weinstein. A bibliography concludes the volume. (CLK)
Descriptors: Anthropology/ *Bilingual Education/ Bilingualism/ Bilingual Students/ Educational Policy/ Language Instruction/ Language of Instruction/ Language Planning/ Political Science/ Second Language Learning/ Social History/ *Social Science Research/ *Social Sciences/ Sociology/ *State of the Art Reviews
Identifiers: *Ethnography

ED142038 FL008636
Bilingual Education in the United States, 1977.
Paulston, Christina Bratt
77 15p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
The goal of European immigrants to the United States was characterized by the "melting pot" image up until the late 1960's. Then a trend of revival of the identity of ethnic minorities changed the slogan to "from the melting pot to the salad bowl." Cultural pluralism and maintenance of native languages became the goals of the movement. The massive school failure of the non-English speaking children led the federal government to legislate bilingual education programs in 1968. When a similar law was passed in Sweden for the Finnish-speaking children, the law was easily implemented. In the United States the autonomy of the states over the educational system has made implementation more difficult, and a Supreme Court decision was necessary to uphold the federal legislation (Lau vs. Nichols). Guidelines, known as the Lau remedies, were then set up by the Office of Civil Rights (HEW). Without such bilingual programs it was found that children lost their native languages without learning English, which led to impairment of cognitive development and school failure. Most of the bilingual education programs in the United States are English-Spanish, and research shows that without exception these programs increase achievement in Spanish reading. Also, achievement in English reading is usually higher than control groups in monolingual programs. They also increase the self-concept scores of the Latino as well as of the Anglo and Black children. (CFM)
Descriptors: Academic Achievement/ *Bilingual Education/ Bilingualism/ Bilingual Teachers/ Cognitive Development/ *Cultural Pluralism/ Educational Legislation/ Educational Policy/ English (Second Language)/ Ethnic Groups/ *Federal Legislation/ Finnish/ Language Programs/ Linguistic Competence / Mexican Americans/ Minority Groups/ *Program Development/ Reading Achievement/ *Spanish Speaking

ED141448# UD017054
The Bilingual Child; Research and Analysis of Existing Educational Themes.
Simoes, Antonio, Jr., Ed.
76 272p.
Available from: Academic Press, Inc., 111 Fifth Ave., New York, N.Y. 10003 ($16.50)
Document Not Available from EDRS.
The contents of this book are divided into sections on cognitive and affective studies in bilingual-bicultural education, programs in bilingual-bicultural education: an analysis of total or partial immersion programs, and teacher directed issues: some practical suggestions from theoretical domains. The following papers are in this collection: "Cultural Attitude Scales: A Step toward Determining Whether the Programs Are Bicultural as Well as Bilingual," Zirkel and Greene; "Social and Psychological Implications of Bilingual Literacy. " Christian; "Bilingual Children and Educational Cognitive Style Analysis," Baecher; "The Case for Partial or Total Immersion Education." Cohen; "Bilingual Education for the English Canadian: Recent Developments," Swain and Barik; "Attending a Primary School of the Other Language in Montreal," Macnamara, Svarch and Horner; "Socioeconomic Implications of Bilingual Education on the Navajo Reservation," Read, Spolsky and Neundorf; "Some New Trends for Applied Linguistics and Foreign Language Teaching in the United States," Diller; "Bilingualism and Learning to Read," Kaminsky; "Relationship of 'Life-Space' to Human Agression: Implications for the Teacher in Bilingual-Bicultural Education," Dye; "Bilingual Interaction Analysis: The Development and Status," Townsend; "Bilingual Education and the Future of Language Teaching and Language Learning in the United States," Fishman; "What the Child and What the School Expects: First and Second Language Learning and Teaching in Bilingual-Bicultural Education," Guskin; and, "Assessing the Scholastic Achievement and Cognitive Development of Bilingual and Monolingual Children," Macnamara, Svarc, and Horner. (JM)
Descriptors: *Biculturalism/ *Bilingual Education/ Bilingual Students/ Cognitive Style/ *Educational Programs/ *Educational Research/ Immersion Programs/ Language Instruction/ Literacy/ Primary Education/ *Psychological Studies/ Reservations (Indian)/ Second Language Learning/ Student Teacher Relationship/ Teaching Methods
Identifiers: Quebec (Montreal)

ED140667 FL008669
Theoretical Perspectives on Bilingual Education Programs. Working Papers on Bilingualism, No. 13.
Paulston, Christina Bratt
Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.
May 77 54p.; For related documents, see FL 008 663-668
Available from: Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
This paper discusses some major theories of social and educational change (e.g., evolutionary theory, structural functional theory, systems theory, group conflict theory, and cultural revival and social movement theory), and delineates the identification and interpretation of variables relevant to an understanding of bilingual education within the framework of each particular theory. The basic premise of the paper is that each theory will identify differently the key variables and their relationships, and consequently the answers they seek will differ. (Author)
Descriptors: *Biculturalism/ *Bilingual Education/ Cognitive Processes/ Cultural Pluralism/ Culture Conflict/ *Educational Change/ *Educational Theories/ English (Second Language)/ Evolution/ Immersion Programs/ Language of Instruction/ Language Proficiency/ Language Research/ Learning Theories/ Linguistic Competence/ Second Language Learning/ *Social Change/ Socioeconomic Influences/ Sociolinguistics/ Teaching Methods/ Theories
Identifiers: Canada/ Sweden

ED128504 UD016271

Recent trends in Bilingual Education.

John-Steiner, Vera; Cooper, Elizabeth

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Aug 76 30p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

During the last decade, bilingual programs have increased dramatically in number and scope; but there are still many problems to be resolved in implementing cultural pluralism. The definition of who is bilingual is an important issue. Bilingual programs currently in existence vary between the widely used transitional model (where instruction is conducted in both languages for the first three years schooling, but in the third year instructors make the transition to a sole reliance on English as the teaching language) and reciprocal bilingualism, where children of the mainstream are exposed to instruction in two languages in their early years. The large majority of programs currently in existence lack effective parental participation. New approaches to assessing language proficiency are now being developed. Established programs are now pioneering in the development of culturally relevant and interesting materials; a national network of Materials Development and Resources Centers is in service. The trend in current evaluative efforts in bilingual education is in the direction of a narrower set of objectives, for a uniform and standardized assessment of outcomes is now required for federally funded programs. (Author/JM)

Descriptors: *Biculturalism/ *Bilingual Education/ Bilingual Students/ *Compensatory Education/ Cultural Education/ Curriculum Development/ Educational Assessment/ Educational Change/ *Educational Development/ Handicap Detection/ Handicapped Children/ Language Tests/ Parent Participation/ *Program Development/ Supreme Court Litigation

ED121096 FL007575

Proceedings of the First Inter-American Conference on Bilingual Education.

Troike, Rudolph C., Ed.; Modiano, Nancy, Ed.

Center for Applied Linguistics, Washington, D.C.

Oct 75 409p.

Available from: Center for Applied Linguistics, 1611 N. Kent St., Arlington, Virginia 22209 ($12.00)

EDRS Price MF-$0.83 HC-$22.09 Plus Postage

The conference papers presented here are grouped under the six topics around which the conference was organized. The section on program goals and models for bilingual education contains papers by Joshua Fishman, Salomon Nahmad, John C. Molina, Alberto Escobar, G. Kent Gooderham, and Dillon Platero. The section on teaching the second language contains papers by G. Richard Tucker and Alison d'Anglejan, Gloria Ruiz de Bravo Ahuja, Carmen Ana Perez, Bernardo Vallejo, and Wilga M. Rivers. The section on development of materials contains papers by Wayne Holm, Luis Modesto Hernandez, Ines Pozzi-Escot, Eduardo Hernandez-Chavez, and Xavier Albo and Nestor Hugo Quiroga. The section on personnel problems contains papers by Ruth Moya, George M. Blanco, Jon P. Dayley and Jo Froman, and Luz Valentinez Bernabe. The section on recent findings and future directions of research contains papers by Gary Parker, Jorge A. Suarez, Nancy Modiano, Gustavo Gonzalez, and Christina Bratt Paulston. (RM)

Descriptors: American Indian Languages/ American Indians/ Biculturalism/ *Bilingual Education/ Bilingualism/ *Bilingual Teachers/ *Language Instruction/ Language Research/ *Material Development/ *Program Design/ Second Language Learning/ Spanish/ Spanish Speaking/ Teacher Education

ED115123 FL007324

Bilingual/Bicultural Education: Why? For Whom? What? How?

Jacobson, Kathleen

Minnesota Language Review, v3 n2 Dec 1974

74 10p.

Available from: Minnesota Language Review, 224 Peik Hall, University of Minnesota, Minneapolis, Minnesota 55455

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

State after state is wrestling with federal legislation's mandate to respond to the needs of students whose native language is not English. Much ambiguity, confusion, and frustration surrounds the issue of bilingual-bicultural education. This paper begins by describing the confusion which often surrounds the English component in a bilingual program, and then reviews the historical development of bilingual education in the United States. Within this context, aspects and implications of the Bilingual Education Act are discussed. Definitions of key terms are then presented, followed by a discussion of the fundamental question of whether the child's mother tongue should function solely as a "bridge" to English or whether a systematic attempt should be made to maintain and develop linguistic and cultural differences between the child's native language and the target language. Specific problems related to bilingual-bicultural education are then discussed in some detail. Some of these include the qualifications of bilingual-bicultural teachers, the development and implementation of a bilingual curriculum, the development of bilingual-bicultural materials, the identification of bilingual children and/or the assessment of language dominance. Finally, the importance of community involvement in bilingual-bicultural programs is discussed. (Author/TL)

Descriptors: Biculturalism/ *Bilingual Education/ *Bilingualism/ *Bilingual Students/ Bilingual Teachers/ Community Involvement/ Curriculum Development/ Educational History/ *Educational Legislation/ *English (Second Language)/ Language Instruction/ Language Proficiency/ Material Development/ Teacher Qualifications

Identifiers: *Bilingual Education Act

ED096042# RC008070
Bilingual-Bicultural Curriculum.
Hermenet, Argelia B.; Valencia, Atilano A.
74 17p.; For related documents, see RC 008 067-069; RC 008 071-072
Available from: Not available separately, see RC 008 067
Document Not Available from EDRS.
While bilingual-bicultural education continues to be one of the most significant thrusts in the final decades of the 20th Century and numerous articles are found on this topic, many interested people are still searching for a clear, simple, and acceptable meaning of the term. Perhaps the term can be clearly defined only by a complete and comprehensive treatise on the subject. This paper attempts to state and clarify severalterms found in bilingual-bicultural literature, as well as to provide a more comprehensive view of the topic and a description of selected prospective and practical curriculum models in bilingual-bicultural education. Term definitions include bilingualism, biculturalism, Monolingualism and monoculturalism, language dominance, native language, second language, and bilingual-bicultural education. Three bilingual-bicultural curriculum models are illustrated for monolingual Spanish Speakers, monolingual English speakers, and bilingual speakers (Spanish-English). Implications for designing a practical and comprehensive bilingual-bicultural K-C curriculum model are discussed. The addendum covers: 1) curriculum components related to language development, counseling, instruction, learning materials, communications, in-service training, and evaluations; and 2) samples of ongoing bilingual-bicultural programs. (NQ)
Descriptors: *Biculturalism/ *Bilingual Education/ *Curriculum Development/ *Definitions/ English (Second Language)/ Language Instruction/ Models/ Monolingualism/ Second Languages/ *Spanish Speaking

ED094562 FL005768
A Comprehensive Design for Bilingual Education, Second Edition.
Chicago Board of Education, Ill.
73 63p.
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
The main purpose of this publication is to describe the educational needs and goals expressed by various communities in Chicago for young people whose first language is not English, or who live in a community where a language other than English is spoken predominantly. The first of the five sections of this document is concerned generally with the non-English-speaking pupils in Chicago, the development of bilingual education in the United States, and the values of bilingual education. The second section reviews government-funded programs currently functioning in the Chicago public schools that are of particular benefit to non-English-speaking pupils. The third section details the city's bilingual education needs assessment and outlines the resultant comprehensive design, for which overall needs and goals were classified into five components: instruction, staff development, community involvement, curriculum, and management. This design does not offer developed proposals or models for specific programs. The fourth section consists of supplementary materials and statistics related to bilingual education, and the fifth section contains bibliographic references. (Author/LG)
Descriptors: *Administrator Guides/ *Bilingual Education/ Bilingualism/ Bilingual Schools/ Bilingual Students/ *Educational Needs/ *Educational Objectives/ Ethnic Groups/ Non English Speaking/ *Program Design/ Program Development
Identifiers: *Chicago

ED085128# RC007471
Ghosts in the Barrio. Issues in Bilingual-Bicultural Education.
Pablano, Ralph (Rafa)
73 374p.
Available from: Leswing Press, A Division of Leswing Communications, Inc., 750 Adrian Way, San Rafael, CA 94903 ($5.95)
Document Not Available from EDRS.
The book is a collection of essays on issues in bilingual-bicultural education by Chicano educators. Some of the essays are based on personal experience while others are the result of intense research. Full documentation is given for research. The essays are critical yet analytical. They do not present a single point of view but rather give an educational-political spectrum ranging from left to right. The readings are aimed at individuals (Chicano and non-Chicano) who come in contact with the Chicano students or who are interested in Chicano language, culture, goals, and aspirations. They are divided into 9 sections: (1) Four Critical Observations of the Anglo Establishment by Chicano Educators; (2) Attributes and Qualities of Being a Chicano: Stereotypes and Definitions; (3) Employment Data: Training Considerations for Public Education and the Chicano; (4) Chicanos and the Political Process; (5) Some Conceptual and Theoretical Frameworks from Which to View Problems in Education; (6) Subject Matter and Instructional Concerns; (7) An Approach to Learning: Bilingual and Bicultural Education; (8) Some Views on Training and Retraining of Teachers and Administrators; and (9) Instructional Styles for the Classroom and the Barrio from the Perspective of La Raza. (NQ)
Descriptors: *Biculturalism/ *Bilingual Education/ *Cultural Background/ Definitions/ Educational Problems/ Employment/ *Essays/ Higher Education/ *Mexican Americans/ Minority Groups / Political Attitudes/ Stereotypes/ Teacher Education

ED082564# FL004280
Bilingualism in the Southwest.
Turner, Paul R., Ed.
73 352p.
Available from: University of Arizona Press, Box 3398, Tucson, Arizona 85772 ($7.45)
Document Not Available from EDRS.
The articles included in this book are intended to demonstrate the diversity of academic interest in the phenomenon of bilingualism. Articles treat Mexican-Americans, American Indians, and Suggestions for Further Research. The first two parts contain the following subdivisions: (i) Assumptions and Methods, (2) Language Resources and Development, and (3) Cultural and Linguistic Interactions. There are a total of eight articles in the first section, nine in the second, and one in the third. Many of the articles include references for further research or consultation. Tables and graphs help to explain information. (SK)
Descriptors: American Indian Culture/ *American Indians/ Biculturalism/ Bilingual Education/ *Bilingualism/ English/ Ethnic Groups/ *Language Research/ Linguistics/ *Mexican Americans/ Minority Groups/ Native Speakers/ Navaho/ Psycholinguistics/ Research/ Sociocultural Patterns/ *Sociolinguistics/ Spanish

ED062839 FL003100
Research on Bilingualism.
Levinsky, Frieda L.
Mar 72 74p.
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
This discussion of bilingualism and second language learning concerns many linguistic considerations that figure in the problem of language instruction. The author reports on current research and on the ideas of several noted linguists. Topics considered in this study are the goals of the bilingual education program, reasons for becoming bilingual, a definition of bilingualism, bilingual dominance and balance, types of bilingualism, bilingual barriers, second language study, two kinds of language learning theories, the effective teacher, and test validity. Included also are reports of observations in bilingual classrooms and conclusions based on classroom observations. The summary from a national survey of linguistic methodology is provided along with a bibliography. (VM)
Descriptors: *Applied Linguistics/ *Bilingual Education/ *Bilingualism/ Cultural Context/ Cultural Education/ Curriculum Development/ Educational Objectives/ English (Second Language)/ Language Development/ Language Instruction/ Language Proficiency/ *Learning Theories/ Linguistic Theory/ Relevance (Education)/ *Second Language Learning/ Semantics/ Teacher Role/ Teaching Methods/ Test Reliability

ED060397 AA000990
Early Childhood Programs for Non-English-Speaking Children. PREP-3i.
Bernbaum, Marcia
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
72 34p.
Sponsoring Agency: National Center for Educational Communication (DHEW/OE), Washington, D.C.
Report No.: DHEW-(OE)-72-9-PREP-31
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($6 a year; foreign, $i.50 additional. Single Copy: $0.55)
EDRS Price MF-$0.76 HC-$i.95 PLUS POSTAGE
Research findings on bilingual preschool children (2-i/2 to 6 years of age) and programs are presented. Working definitions are given for some of the terms used in the report. Research findings are divided into four categories: (i) "The Community" focuses on the findings from the fields of social psychology and sociolinguistics; (2) "The Bilingual Child" considers those findings from linguistics and psycholinguistics; (3) "Of Special Interest to Educators" answers some specific questions; and (4) "Testing the Bilingual Preschooler" summarizes several issues associated with assessing to what extent a child is bilingual, and draws attention to possible approaches that may be used to assess the intelligence of a bilingual child. Practical Guidelines for the Teacher and Administrator are given, followed by specific guidelines that relate to the community, the parents, the children, the teacher and her aide, and goals. Examples of existing bilingual preschool programs that fit into one of the four following categories are given: (i) one way: dominant language; (2) one way: bilingual; (3) mixed: dominant language; and (4) mixed: bilingual. Additional sources of information on bilingual programs and teaching aids are presented in two categories: Handbooks and Teaching Aids, which are for use in Spanish-speaking or Indian-speaking classes. A bibliography concludes the report. (DB)
Descriptors: Annotated Bibliographies/ Bibliographies/ Bilingualism/ *Bilingual Students/ Community Influence/ *Early Childhood Education/ *English (Second Language)/ Guidelines/ Instructional Aids/ Language Research/ Literature Reviews/ Navaho/ *Non English Speaking/ *Preschool Children/ Psycholinguistics/ Resource Materials/ Social Psychology/ Sociolinguistics/ Spanish Speaking/ Teaching Guides/ Testing
Identifiers: PREP/ PROJECT HEAD START/ *Putting Research into Educational Practice

ED059818# RC005984
Reports: "Bilingual Education: The Status of the Art, 1970" (7th Annual Conference of the Southwest Council for Bilingual Education, El Paso, Texas, November 20-21, 1970).
Stubing, C. H.; And Others
Southwest Council for Bilingual Education, Las Cruces, N. Mex.
70 82p.
Available from: Publications Manager, Box 3 L, Department of Foreign Languages, New Mexico State University, Las Cruces, New Mexico 88001 ($2.75)
Document Not Available from EDRS.
A report on the status of bilingual education during 1970, this document is composed of presentations from the 7th Annual Conference of the Southwest Council for Bilingual Education. Papers included are entitled Bilingual/Bicultural Education: Our Mission in the 70's, Bilingual Education--Theory and Practice, Discrepancies Between Theory and Practice, Getting a Handle on the Attainable, and, The Measurement of Linguistic and Cultural Phenomena. A section entitled Increasing Teacher Proficiency in the Education of Mexican-American Youth describes a proposed program to increase the proficiency of bilingual teachers; this section provides a description of the program (to be implemented at the University of Texas at El Paso) in terms of rationale, goals, program of instruction, and strategies for recruitment. Also included are 6 paradigms relating to the proposed program. (MJB)
Descriptors: *Biculturalism/ *Bilingual Education/ *Conference Reports/ Linguistics/ *Mexican Americans/ Program Development/ *Teacher Educator Education/ Teaching/ Teaching Skills/ Theories

ED056554 FL002453
Theory and Practice of Bilingualism.
Levinsky, Frieda L.
70 39p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
This paper presents a discussion of the theory of bilingual education, including ideas developed by several linguistic researchers. Various aspects of bilingual education are discussed including objectives, definition, raison d'etre, dominance and balance, learning, types, and barriers. Second language learning is considered along with reasons for studying a second language, relevant misconceptions, and obstacles to learning. The role of the effective teacher, bilingual word meaning, and test validity are covered in the paper. The author reports on educational experiments in bilingualism and provides a suggested lesson plan and bibliography. (VM)
Descriptors: *Bilingual Education/ *Bilingualism/ Classroom Materials/ Classroom Techniques/ Cultural Differences/ Curriculum Development/ Educational Experiments/ *Educational Objectives/ Grammar/ Interference (Language Learning)/ *Language Fluency/ Language Skills/ Learning Theories/ Lesson Plans/ Pronunciation/ Reinforcement/ *Second Language Learning / Teaching Methods/ Test Validity/ Vocabulary

ED055505# FL002634
Soviet Approaches to Bilingual Education. Language and the Teacher: A Series in Applied Linguistics, Volume 10.
Bartley, Diana E.
Center for Curriculum Development, Inc., Philadelphia, Pa.
71 281p.
Available from: Center for Curriculum Development, Inc., 401 Walnut St., Philadelphia, Pa. 19106 ($6.00)
Document Not Available from EDRS.
This book reports on the Soviet Union's general, secondary, polytechnical schools which have been established recently to teach students to use one foreign language with fluency or near fluency. The author first discusses the long-range and immediate objectives of these special schools. Marxist-Leninist theory and its influence on contemporary Soviet thought are considered. There is a description of the course structure and organization of the school. The second chapter considers the curriculum, its purpose and teaching methodology, Soviet foreign language pedagogy, and Soviet approaches to several methodological principles. The third chapter examines some of the materials used in the English, French, and German classes in the special schools. The final chapter discusses teacher preparation and professional characteristics of teachers in the special schools. A summary, conclusions, and a bibliography are included. Implications for foreign-language education and bilingual education in the United States are offered. (VM)
Descriptors: Applied Linguistics/ *Bilingual Education/ Bilingual Schools/ Communism/ Cultural Education/ *Curriculum Design/ *Educational Objectives/ English (Second Language)/ French/ German/ Instructional Materials/ *Language Instruction / Modern Language Curriculum/ Proprietary Schools/ School Organization/ Secondary Education/ Second Language Learning/ Teacher Education/ *Teaching Methods/ Textbooks
Identifiers: *Union of Soviet Socialist Republics

ED047593 FL002132
Early Childhood Bilingual Education.
John, Vera P.; Horner, Vivian M.
Modern Language Association of America, New York, N.Y.
71 207p.
Sponsoring Agency: Ford Foundation, New York, N.Y.
Available from: MLA Materials Center, 62 Fifth Ave., New York, N.Y. 10011 ($4.00)
EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE
This book, written from the viewpoint of both the immigrant and the native-born, provides practical information that is helpful to communities attempting to present their demands for better education more cogently and helps educators meet such demands with appropriate programs. The three major groups most affected by bilingual education programs are identified as the Puerto Rican, the Mexican American, and the American Indian. Contents include sections on: (1) demographic information on minorities, (2) language groups, (3) program descriptions, (4) teacher recruitment, (5) curriculum materials, (6) testing and evaluation procedures, (7) research in bilingual education, and (8) models of bilingual education. (RL)
Descriptors: Behavioral Dbjectives/ *Bilingual Education/ Bilingual Students/ Bilingual Teachers/ *Early Childhood Education/ Educationally Disadvantaged/ Educational Needs/ Educational Objectives/ Educational Policy/ *English (Second Language)/ Institutional Role/ Language Planning/ Multilingualism/ Non English Speaking/ *Program Descriptions/ Second Language Learning/ Student Needs/ *Teacher Education

ED047295# AL002737
A TESOL Bibliography; Abstracts of ERIC Publications and Research Reports, 1969-1970.
Malkoc, Anna Maria, Comp.
Center for Applied Linguistics, Washington, D.C. ERIC Clearinghouse for Linguistics.; Teachers of English to Speakers of Other Languages.
71 310p.
Available from: Teachers of English to Speakers of Other Languages, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20007 ($6.95; TESOL members, $5.95)
Document Not Available from EDRS.
The first part of this bibliography is a compilation of resumes of documents in the field of English for speakers of other languages which have appeared in "Research in Education" mainly during 1969-70. Contents (bibliographical entries with full abstracts) are in three general categories: Background, Methodology, and Classroom Materials, which are further broken down and cross referenced to aid the reader who is searching for information in such areas as bilingual programs, testing and evaluation, teaching guides, and materials for teaching reading and composition. The second part of this bibliography represents journal articles which have been listed from January 1969 through August 1970 in "Current Index to Journals in Education," the monthly ERIC publication companion to "Research in Education." The journal entries are categorized according to Background and Methodology. Information on the journal publishers and an index of authors are appended. (AMM)
Descriptors: *Annotated Bibliographies/ Bilingual Education/ Bilingualism/ *English (Second Language)/ *Instructional Materials/ *Language Instruction/ Language Programs/ Periodicals/ Program Evaluation/ Research Reviews (Publications)/ Teacher Education/ Teaching Guides/ Tenl/ Testing/ Textbook Evaluation

ED039527 24 AL002428
Bilingual Schooling in the United States.
Andersson, Theodore; Boyer, Mildred
Southwest Educational Development Lab., Austin, Tex.
Jan 70 589p.; 2vols.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.: BR-6-2113
Contract No.: OEC-4-7-062113-3072
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($6.00 per set of 2 volumes, sold in sets only)
EDRS Price MF-$ 1.08HC Not Available from EDRS. PLUS POSTAGE
This two-volume monograph on bilingualism, a "major, virtually untapped national resource," is based on three extensive field trips to current bilingual programs: (1) in the Northwest as far north as Barrow, Alaska; (2) the Southwest and Hawaii; and (3) from Dade County, Florida, north through Washington, New York, New England, and into Canada. In addition, almost all the bilingual programs in Texas were visited. This study presents a history of bilingual schooling, both in the United States and in other parts of the world; alternative concepts of bilingual schooling; sample curriculum models; implications for education and society; and an outline of needs, as related to action and research. Volume I includes an 870-page annotated bilbiography with index, and an index of terms. Volume II contains appended data on the Bilingual Education Act; draft guidelines to the Bilingual Education Program; demographic data; notes on immigration legislation; a typology of bilingual education; socio-historical notes on bilingualism in the United States; descriptions of non-English speaking ethnic groups in the United States; a directory of persons, organizations, and sources of teaching materials; names and addresses of USOE Bilingual Design Project Advisory Committee members; and a list of invited guests at the Conference on Bilingual Schooling in Northlake, Ill. (AMM)
Descriptors: Annotated Bibliographies/ *Bilingual Education/ *Bilingualism/ *Bilingual Schools/ Bilingual Students/ Bilingual Teacher Aides/ Bilingual Teachers/ Curriculum Development/ Demography/ *English (Second Language)/ Ethnic Groups/ History/ Linguistic Theory/ National Surveys/ *Program Development/ Reference Materials/ Sociolinguistics/ Spanish Speaking/ Teaching Methods

ED035877 AL002284
A Handbook of Bilingual Education.
Saville, Muriel R.; Troike, Rudolph C.
Center for Applied Linguistics, Washington, D.C. ERIC Clearinghouse for Linguistics.
Jan 70 69p.
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
The introduction to this handbook for teachers and administrators in bilingual education programs states: "Half of the children in the world are bilingual, and approximately one fourth of the people in the United States can communicate in more than one language. About ten percent of our population speaks a language other than English natively. For thousands of the children who enter school each year, English is a foreign language." In the first chapter, the authors present a historical view of bilingualism and discuss some of the controversial points raised by educators. (A glossary of linguistic terms used is provided.) In Chapter II, the linguistic, psychological, social, and cultural factors involved in bilingual education are considered. Chapter III outlines suggestions for setting up bilingual programs, the need for which must first be recognized by the local school board and superintendent. In Chapter IV, a brief description of English phonology and points of English grammar as they contrast with Spanish and Navaho illustrate some common teaching problems. Chapter V discusses curriculum and language teaching and offers some practical teaching suggestions based on traditional axioms adapted to bilingual education. The final chapter, stressing the importance of evaluation, discusses language and intelligence tests and home condition questionnaires. (AMM)
Descriptors: Bibliographies/ *Bilingual Education/ *Bilingualism/ Bilingual Students/ Bilingual Teacher Aides/ Bilingual Teachers/ Community Cooperation/ Cross Cultural Studies/ Culture Free Tests/ *English (Second Language)/ Grammar/ Language Role/ Navaho/ Nonstandard Dialects/ Phonology/ *Program Design/ Questionnaires/ Second Language Learning/ Spanish/ *Testing/ Vocabulary

Part Seven conists of the following chapters:

16. Teaching Materials and Resources
17. Technical Assistance Available to Schools
18. How To Order Documents or Request Additional Information

Chapter 16 contains documents of several types: bibliographies of available materials, critiques of certain materials, suggestions on how to produce your own materials, and even some instructional materials themselves.

Chapter 17 describes the types of technical assistance available to schools from the Office of Public Instruction and from other agencies, and Chapter 18 outlines the steps to take to acquire additional information about any particular topic the reader wishes to explore in greater depth.

Part VII. Materials and Resources

Chapter 16. Teaching Materials and Resources

Some Questions You Should Ask

1. What Federal programs could possibly assist you?
2. What is the National Clearinghouse for Bilingual Education? How can it help you?
3. What is the Educational Resources Information Center (ERIC)? How can it help you? How do you get access to it?
4. Are the instructional materials you utilize free from cultural bias?
5. What principles should you employ in developing your own bilingual instructional materials?

Chapter 16. Teaching Materials and Resources

EJ215495 AA530625
Bilingual Education: Texts and Supplements.
Curriculum Review, v18 n2 p104-18 May 1979 May79
Language: ENGLISH
Describes and reviews 16 texts, supplements, kits, and professional references for bilingual education and English for foreign speakers. Nine items relate specifically to Spanish speakers. (SJL)
Descriptors: Annotated Bibliographies/ *Bilingual Education/ Book Reviews/ Elementary Secondary Education/ *English (Second Language)/ *Instructional Materials/ *Spanish Speaking/ Supplementary Textbooks/ *Textbook Evaluation/ *Textbooks

EJ215494 AA530624
Implementing Your Bilingual Program--Who Can Help?
Chambers, Joanna F.
Curriculum Review, v18 n2 p99-103 May 1979 May79
Language: ENGLISH
Provides a comprehensive list of bilingual centers across the country that offer aid in curriculum development, materials selection, teacher training, assessment and dissemination, and antidiscrimination guidelines for linguistic minorities. (Editor)
Descriptors: *Bilingual Education/ Curriculum Development/ *Directories/ Elementary Secondary Education/ Information Dissemination/ *Information Sources/ Instructional Materials/ *Program Planning/ *Resource Centers/ Teacher Education/ Textbook Selection

EJ203440 IR506344
The Media Specialist and the Bilingual Student.
Morales, Carmen A.
Audiovisual Instruction, v24 n1 p26-27 Jan 1979 Jan79
Reprint: UMI
Language: ENGLISH
Gives suggestions to media professionals for effectively providing for bilingual students, including a bilingual listening station, interest center, bulletin board display, and human resource file. Sources for the acquisition of foreign language materials are listed. (CMV)
Descriptors: *Bilingual Students/ Instructional Aids/ Instructional Media/ *Media Selection/ *Media Specialists

EJ192217 CS712700
The Sunrunners: A Multi-Media Approach to E.S.L.
Tracy, Patricia; McLean, Leslie
English Quarterly, v11 n2 p178-91 Sum 1978 78
Language: ENGLISH
Describes a multi-media curriculum kit designed to help in teaching English as a second language, especially with French-speaking children. Provides information on the materials in the kit, its underlying principles, how it was field-tested, and comments made about its multi-media approach, technical arrangements, and situational-functional methodology. (RL)
Descriptors: Elementary Education/ *English (Second Language)/ Foreign Countries/ *Instructional Innovation/ Instructional Materials/ *Multimedia Instruction/ Program Descriptions/ *Program Development/ Program Evaluation/ *Second Language Learning
Identifiers: Canada/ French Canadians

EJ186578 CS708252
Video as an Instructional Aid for English-as-a-Second-Language Teaching
Hodapp, Timothy
Research in the Teaching of English, 12, 2, 163-7 May 78
Reprint Available (See p. vii): UMI
Language: ENGLISH
Results of a study indicated that video presentations can be an effective aid for English-as-a-Second Language (ESL) instruction. (DD)
Descriptors: *Educational Research/ *English (Second Language)/ *Video Tape Recordings/ *Instructional Aids/ *Language Instruction/ *Audiovisual Aids/ Elementary Secondary Education

EJ185002 FL511449
English Orthography: A Guide to Word Stress and Vowel Quality
Dickerson, Wayne B.
International Review of Applied Linguistics in Language Teaching, 16, 2, 127-47 May 78
Reprint Available (See p. vii): UMI
Argues that it is possible for non-native learners of English to use English spelling to predict the correct pronunciation of words. Word stress and vowel quality are focused upon: their communicative importance, treatment in ESL instruction, prediction by rule, and presentation in new ESL materials. (KM)
Descriptors: *Spelling/ *English (Second Language)/ *Stress (Phonology)/ *Vowels/ *Pronunciation/ *Second Language Learning/ English/ Language Instruction/ Prediction/ Teaching Methods/ Orthographic Symbols/ Language Patterns

EJ167127 AA526927
Educational Technology in Bilingual Education
Muscat, Eugene J.; And Others
Educational Horizons, 55, 4, 191-95 Sum 77
Reprint Available (See p. vii): UMI
One problem in bilingual education is how to facilitate "leap-frogging", i.e., how to take advantage of already existing material in one language and transfer that material to another language. Presents some technology-based possibilities for accomplishing this leap-frogging. (Author/RK)
Descriptors: *Bilingual Education/ *Educational Technology/ *Computer Assisted Instruction/ *Instructional Materials/ *Video Tape Recordings/ *Video Cassette Systems/ Definitions/ Program Descriptions/ Language Programs
Identifiers: *Computer Managed Instruction

EJ158995 FL510038
Teacher Training: The Demonstration Lesson
Moore, Alan C.
English Language Teaching Journal, 31, 3, 208-211 Apr 77
A teacher training technique is discussed involving a demonstration class given by a local teacher and observed by prospective teachers. After the class a discussion is held analyzing lesson content and teaching techniques. (CHK)
Descriptors: *Language Teachers/ *Teacher Education/ *Teaching Techniques/ *Teaching Methods/ *Language Instruction / Preservice Education/ Cooperating Teachers/ Methods Courses

EJ153513 CS712086
ERIC/RCS: Survival English Materials for the Foreign Born
Monteith, Mary K
Journal of Reading, 20, 5, 438-41 Feb 77
Reviews resources in the Educational Resources Information Center (ERIC) system which describe instructional objectives and aids for teaching English to non-native speakers. (KS)
Descriptors: *Non English Speaking/ *English For Special Purposes/ *Language Instruction/ Adult Basic Education/ Literature Reviews

EJ144885 FL509274
Organising a Visual Aids Workshop
Rees, Alun L. W.
English Language Teaching Journal, 30, 1, 12-18 Oct 75
Provides suggestions for a procedure for training EFL teachers to produce visual aid materials during a one- to three-week inservice course. (RM)
Descriptors: *Inservice Teacher Education/ *Visual Aids/ *Language Teachers/ *English (Second Language)/ *Material Development/ *Teacher Developed Materials/ Teacher Education/ Teacher Education Curriculum/ Teacher Workshops

EJ128953 CE504215
The Bilingual Education Service Center
Swanson, Maria Medina
Illinois Career Education Journal, 33, 1, 12-5 F 75
The Illinois Bilingual Education Service Center is State funded and includes several component projects: Illinois Resource Center; Title VII Midwest Resource Center; Illinois ELS/ABE (English as a Second Language/Adult Basic Education) Service Center; and the Bilingual Consumer and Homemaking Education Project. Project cooperation and content are described. (LH)
Descriptors: *Bilingual Education/ *State Programs/ *Program Descriptions/ *Program Administration/ *Education Service Centers/ State Legislation/ Educational Objectives/ Interagency Cooperation/ Biculturalism/ Spanish Speaking
Identifiers: *Bilingual Education Service Center/ Illinois

EJ108159 SO503389
Where To Find Ethnic Studies Materials
Washburn, David E.
Social Education, 39, 1, 40-41 Jan 75
School districts selling materials on Black Americans, Mexicans, Americans, Asian Americans, and Native Americans, and bilingual, bicultural, or other ethnic materials are listed. (JH)
Descriptors: *Ethnic Studies/ *Negroes/ *Mexican Americans/ *Asian Americans/ *American Indians/ Instructional Materials/ Bilingual Education/ Biculturalism/ Resources

EJ078380 FL504670
The Use of Films in Teaching English as a Second Language
Morley, H. Joan; Lawrence, Mary S.
Language Learning, 2, 1, 99-110 Jun 72
Conclusion of a report on the development of a film program at the English Language Institute, begun in Language Learning,'' v21 n1 Jun 1971. (RS)
Descriptors: *Aural Learning/ Aural Stimuli/ *English (Second Language)/ *Language Instruction/ Listening Comprehension/ Oral Communication/ *Program Development/ *Sound Films/ Speech Skills

EJ032243 EA501096
Curriculum and Materials for Bilingual, Bicultural Education
Rivera, Feliciano; Cordova, Hector L.
National Elementary Principal, 50, 2, 56-61 Nov '70
Descriptors: Biculturalism/ *Bilingual Education/ Bilingual Schools/ Bilingual Students/ Bilingual Teachers/ *Curriculum Development/ *Curriculum Planning/ Mexican Americans/ *Spanish Americans/ Spanish Culture/ Spanish Speaking

ED184778 RC011960
Blackfeet Language Coloring Book. Blackfeet Heritage Program.
Lewis, Elizabeth, Comp.
Browning School District 9, Mont.
78 43p.; For related documents, see RC 011 957-60.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01/PC02 Plus Postage.
Language: English/ Blackfeet
Geographic Source: U.S./ Montana
A part of the Blackfeet Indian Heritage Project, this coloring book features 21 pages of pictures of animal and plant life, foods, and numbers. Arranged in alphabetical order, the pictures are accompanied with their names printed in both the English and Blackfeet languages. The reverse side of each page is left blank to give the student room to practice writing the picture words. A Piegan Blackfeet pronunciation and spelling guide is included for the teacher. Pictures of animals dominate the coloring book; the animal life represented includes the bear, buffalo, cat, cow, coyote, and deer. Also pictured are the dog, horse, mouse, otter, pig, and rabbit. Three birds are represented, the chicken, crow, and owl, as are two reptiles, the frog and turtle. Insects include the bee, butterfly, and grasshopper. The foods pictured include an apple, banana, carrot, corn and orange; there is also a picture of some flowers. Numbers from 1 to 10 are also illustrated. (DS)
Descriptors: American Indian Culture/ *American Indian Education/ *American Indian Languages/ Art Activities/ *Art Materials/ *Bilingual Education/ Child Language/ Childrens Literature/ Cross Cultural Studies/ Elementary Education/ Food / Illustrations/ *Instructional Materials/ Large Type Materials/ Livestock/ Numbers/ Second Language Learning/ Workbooks
Identifiers: *Blackfeet (Tribe)/ *Coloring Books/ Culture Preservation/ Ethnic Heritage Studies Program Act

ED184380 FL011310
Directory of Title VII Network Center Libraries.
Mazzocco, Alexis, Comp.; Yates, Barbara, Comp.
InterAmerica Research Associates, Rosslyn, Va.; National Clearinghouse for Bilingual Education, Arlington, Va.
79 42p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Contract No.: 400-77-0101
Available from: InterAmerica Research Associates, Inc., National Clearinghouse for Bilingual Education, 1300 Wilson Boulevard, Suite B2-11, Rosslyn, VA 22209
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Geographic Source: U.S./ Virginia
This directory of Title VII Network Center libraries is intended to facilitate communication among the Network Centers. It is arranged by type of center--assessment and dissemination, training resource, and materials development. The directory is subdivided alphabetically by state and alphabetically by the centers' names within states. For each library at least one contact person is included, the person in charge of the library or another contact. In addition, the following information is provided in each entry: (1) address and telephone number of the center; (2) type of service provided; (3) client groups; (4) languages represented in the collection; (5) the size of the collection; (6) curricular collection grade levels; and (7) curricular and noncurricular collections content areas. (Author/AMH)
Descriptors: *Bilingual Education/ *Directories/ *Educational Resources/ *Education Service Centers/ Elementary Secondary Education/ Information Centers/ *Information Networks/ Information Sources/ *Libraries/ Native Language Instruction/ Reference Materials/ Resource Centers/ Second Language Instruction/ Second Language Programs
Identifiers: Bilingual Education Act 1968/ Elementary Secondary Education Act Title VII

ED182977 FL009884
Materials for Teaching English to Speakers of Other Languages. Information Guide No. 3.
British Council, London (England). English-Teaching Information Centre.
78 184p.
EDRS Price - MF01/PC08 Plus Postage.
Language: English
Geographic Source: United Kingdom/ England
A broad selection of materials for teaching English as a second language to students from the age of 11 on is described in this annotated bibliography. The period covered extends from 1968 to 1979. Teaching methodologies and materials for teaching English for special purposes are excluded. The bibliography is divided into the following sections: courses, language practice, aids, reading, speaking and listening, and dictionaries and reference books (including grammars). Appendices describe materials on English for special regions and language groups, books and courses for self-study, and specialized bibliographies available from the English Teaching Information Centre. Publishers' addresses are included. (JB)
Descriptors: Annotated Bibliographies/ Autoinstructional Aids/ Bibliographies/ *Courses/ Elementary Secondary Education / *English (Second Language)/ Instructional Aids/ *Instructional Materials/ Language Instruction/ Language Skills/ Listening Comprehension/ Postsecondary Education/ *Reading Materials/ *Reference Materials/ Second Language Learning/ *Speech Instruction

ED182494 CE024031
Vocational Curriculum Resources for Bilingual Students. A Guide to Print and Non-Print Instructional Materials.
Mangano, R. Michael; Kryszak, Sarah J.
Maryland Vocational Curriculum Research and Development Center, College Park.
79 262p.; For related documents see CE 024 032-035
Sponsoring Agency: Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.
Available from: The Maryland Vocational Curriculum Production Project, Western Maryland Vocational Resource Center, P.O. Box 5448, McMullen Highway, Cresaptown, MD 21502.
EDRS Price - MF01/PC11 Plus Postage.
Language: English
Geographic Source: U.S./ Maryland
Government: State
This guide to vocational curriculum resources for bilingual students consists of instructional checklists for resources identified in the following areas: auto mechanics, basic math skills, basic reading skills, business education, career education, carpentry, custodial and maintenance, distributive education, electricity/electronics, engineering, food industries, health occupations, home economics/needle trades, life skills/consumer education, machine shop, safety, welding, and professional resources. Each checklist, follows a typical format that includes the following sections: (1) title block, (2) intended use, (3) bilingual features, (4) instructional format, (5) non-print material format, (6) special features, (7) material readability, (8) illustrations, (9) print material format, (10) description, (11) comments, and (12) recommendation. A list of publishers/producers contacted during the search for curriculum materials is appended. (LRA)
Descriptors: Auto Mechanics (Occupation)/ Basic Skills/ Bibliographic Citations/ *Bilingual Students/ Business Education/ Career Education/ Check Lists/ Consumer Education/ Curriculum/ Custodian Training/ Distributive Education/ Drafting/ *Educational Resources/ Electrical Occupations/ Engineering/ Food Service Industry/ Health Occupations/ Home Economics/ *Instructional Materials/ Low Ability Students/ Publications/ Reading Level/ Reading Skills/ Resource Guides/ *Resource Materials/ *Vocational Education/ Woodworking

ED181327 CE023952
Resources: Materials for Special Needs Learners. "It Isn't Easy Being Special." Bibliography Series No. 50.
Campbell-Thrane, Lucille, Comp.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
79 148p.; For related documents see CE 023 943-947 and CE 023 952
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Available from: National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($8.75; six-piece set, $25.00)
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Geographic Source: U.S./ Ohio
This bibliography contains publications which provide information that will help meet the needs of special individuals with unique characteristics. The bibliography is divided into thirteen sections. Each section is identified by specific population and contains a listing of both generic resources and those specific to each individual special populaiton. Special populations included are (1) American Indians, (2) Asian Americans, (3) bilinguals and those with limited English proficiency, (4) black Americans, (5) disadvantaged, (6) exceptional children, (7) gifted and talented, (8) handicapped, (9) Hispanics, (10) the incarcerated, (11) migrants, (12) older Americans, and (13) single parents. (LRA)
Descriptors: Academically Gifted/ American Indians/ Asian Americans/ Bibliographic Citations/ Bibliographies/ Bilingual Students/ Blacks/ *Disadvantaged Groups/ *Educational Resources/ Handicapped Students/ *Information Sources/ Mexican Americans/ Migrants/ Older Adults/ One Parent Family/ Prisoners/ *Special Education/ Talented Students

ED181323 CE023947
Resources: Agencies and Organizations that Serve Special Needs Learners. "It Isn't Easy Being Special." Research & Development Series No. 178.
Campbell-Thrane, Lucille, Comp.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
79 47p.; For related documents see CE 023 944-946 and CE 023 952
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Available from: National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($3.25; six piece set, $25.00)
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Geographic Source: U.S./ Ohio
This directory identifies key agencies and organizations that provide guidance and assistance to anyone who works with the special needs learner. The offices and establishments described in the directory represent the numerous organizations and agencies responsive to the academic and vocational requirements of the following special needs populations: (1) American Indians, (2) Asian Americans, (3) Appalachian Whites, (4) bilinguals and those with limited English proficiency, (5) Black Americans, (6) gifted and talented, (7) handicapped, (8) Hispanics, (9) the incarcerated, (10) migrants, and (11) older Americans. Each section is identified by specific population and tells where to locate agencies and organizations. Contacts are listed in alphabetical order within each section. (LRA)
Descriptors: Academically Gifted/ American Indians/ Asian Americans/ Bilingual Students/ Blacks/ Directories/ *Disadvantaged Groups/ *Educational Resources/ Handicapped Students/ *Information Sources/ Mexican Americans/ Migrants/ Older Adults/ *Organizations (Groups)/ Prisoners/ Talented Students/ *Vocational Education

EC176880 PS010902
Annotated List of Some Commercially Available Learning Materials Often Considered for a Bilingual/Multicultural Urban Classroom.
Chapin, Georganne, Comp.; And Others
Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.
77 91p.
Sponsoring Agency: Department of Health, Education, and Welfare, Washington, D.C.
Contract No.: 105-76-1164
EDRS Price - MF01/PC04 Plus Postage.
Language: English/ Spanish
Geographic Source: U.S./ New York
This annotated list of materials is intended for use by teaching teams in a bilingual multicultural urban preschool program. The works listed are those currently present in the resource center of the ALERTA Bilingual/Multicultural Preschool Curriculum Development Project. The bibliography is divided into four sections: (1) African-American focus, (2) Hispanic focus; (3) urban orientation; and (4) general concept development. Bibliographic information, a brief plot summary and critique, and comments on format, illustrations, language and ethnic focus, relevance for urban children and appropriate age level are offered for each item. Brief cross references, including author, title, and a note on primary focus are provided at the end of each section. The complete document is provided in two forms, one in English and one in Spanish. (Author/SS)
Descriptors: *Bilingual Education/ Black Literature/ *Childrens Books/ *Childrens Literature/ *Instructional Materials/ Languages/ *Multicultural Education/ Preschool Education/ *Spanish Speaking/ Urban Population

ED176540 FL008844
Aids to English Language Teaching. Information Guide 4.
British Council, London (England). English-Teaching Information Centre.
Apr 76 34p.
Available from: English Teaching Information Centre, The British Council, 65 Davies St., London W1Y 2AA England (1 British pound)
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Geographic Source: United Kingdom/ England
This annotated bibliography of aids in the teaching of English as a second language (ESL) lists materials under the following headings: (1) visual aids specifically designed for ESL teaching, (2) native English educational materials which could be applied to ESL teaching, (3) children's magazines, (4) audiovisual materials on British life and institutions, (5) catalogues of educational resource materials, (6) books on methods of producing and using audiovisual aids in language teaching, (7) a guide to materials for making visual aids (such as various types of bulletin boards), and (8) a guide to sources of supplementary display material. A list of publishers with addresses is appended. (JB)
Descriptors: *Audiovisual Aids/ *Bulletin Boards/ Childrens Books/ Cultural Education/ *English (Second Language)/ *Instructional Aids/ Instructional Materials/ *Language Instruction/ Periodicals/ Resource Materials/ *Second Language Learning/ Teacher Developed Materials

ED175287 FL010702

A Study of the State of Bilingual Materials Development and the Transition of Materials to the Classroom. A Final Report: LEA Survey, Volume 3.

Development Associates, Inc., Arlington, Va.

Oct 78 136p.; For related documents, see FL 010 448 and FL 010 701 ; Best copy available

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Contract No.: 300-76-0358

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Geographic Source: U.S./ Virginia

This study describes and assesses the state of bilingual curriculum development activities in the National Network of Centers for Bilingual Education. Recommendations are made for improvement in the creation, production, and distribution of bilingual instructional materials. The overall approach to the study was tripartite and focused on: (1) the development of an inventory of bilingual instructional materials including, a variety of European, Native American (and Alaskan), and Asian languages; (2) site visits to Centers, commercial publishers, and distributiors to analyze their procedures for the development and distribution of materials: and (3) a mail survey of Local Education Agencies, equally divided between those in the Title VII program and those with other sources of funding, on their uses of bilingual education materials. This volume of the study deals with what materials Local Education Agencies were using, how they obtained these materials, and what their needs were. It also discusses how the existing system of publicizing and disseminating bilingual education instructional materials can be improved from a user's perspective. (Author/NCR)

Descriptors: *Bilingual Education/ Classroom Materials/ *Federal Programs/ *Instructional Materials/ Language Instruction/ *Material Development/ Needs Assessment/ *Questionnaires/ Second Language Learning/ Spanish/ Textbooks/ Uncommonly Taught Languages

Identifiers: *Bilingual Materials/ Bilingual Programs/ *Limited English Speaking Ability

ED175286 FL010701

A Study of the State of Bilingual Materials Development and the Transition of Materials to the Classroom. A Final Report: Inventory, Volume 2.

Development Associates, Inc., Arlington, Va.

Nov 78 647p.; For related documents, see FL 010 448 and FL 010 702 ; Best copy available

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Contract No.: 300-76-0358

EDRS Price - MF03/PC26 Plus Postage.

Language: English

Geographic Source: U.S./ Virginia

This study describes and assesses the state of bilingual curriculum development activities in the National Network of Centers for Bilingual Education. Recommendations are made for improvement in the creation, production, and distribution of bilingual instructional materials. The overall approach to the study was tripartite and focused on: (1) the development of an inventory of bilingual instructional materials including, a variety of European, Native American (and Alaskan), and Asian languages; (2) site visits to Centers, commercial publishers, and distributors to analyze their procedures for the development and distribution of materials; and (3) a mail survey of Local Education Agencies, equally divided between those in the Title VII program and those with other sources of funding, on their needs for, and uses of, bilingual education materials. This volume of the study presents the inventory of the U.S. developed bilingual instructional materials and is concerned with: the compilation of a list of available materials and those currently under development; the identification of gaps in the inventory of materials; and the analysis of the likely market for materials represented by the gaps. (Author/NCR)

Descriptors: *Bilingual Education/ *Classroom Materials/ *Curriculum Development/ *Federal Programs/ *Instructional Materials/ Language Instruction/ Second Language Learning/ Spanish/ Textbooks/ Uncommonly Taught Languages

Identifiers: *Bilingual Materials/ Bilingual Programs/ *Limited English Speaking Ability

ED175249 FL010448
A Study of the State of Bilingual Materials Development and the Transition of Materials to the Classroom. A Final Report: Volume 1.
Development Associates, Inc., Arlington, Va.
Nov 78 290p.; For related documents, see FL 010 701-702; Best copy available
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Contract No.: 300-76-0358
EDRS Price - MF01/PC12 Plus Postage.
Language: English
Geographic Source: U.S./ Virginia
This study describes and assesses the state of bilingual curriculum development activities in the National Network of Centers for Bilingual Education. Recommendations are made for improvement in the creation, production, and distribution of bilingual instructional materials. The overall approach to the study was tripartite and focused on: (1) the development of an inventory of bilingual instructional materials, including a variety of European, Native American (and Alaskan), and Asian languages; (2) site visits to Centers, commercial publishers, and distributors to analyze their procedures for the development and distribution of materials; and (3) a mail survey of Local Education Agencies, equally divided between those in the Title VII program and those with other sources of funding, on their needs for, and uses of, bilingual education materials. The report concludes with a "model management plan" that seeks to assist the Office of Education in its efforts to bring appropriate bilingual educational materials into classrooms. The appendix contains copies of the interview guides and other relevant documents. (Author/NCR)
Descriptors: *Bilingual Education/ *Classroom Materials/ *Federal Programs/ *Instructional Materials/ Language Instruction/ *Material Development/ Second Language Learning/ Spanish/ Textbooks/ Uncommonly Taught Languages
Identifiers: *Bilingual Materials/ Bilingual Programs/ *Limited English Speaking Ability

ED171510 RC011448
An Annotated Bibliography of Bilingual Education Materials.
New Mexico Univ., Albuquerque. Coll. of Education.
Mar 79 83p.
Sponsoring Agency: Office of Bilingual Education (DHEW/OE), Washington, D.C.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Geographic Source: U.S./ New Mexico
Items in the largely annotated, March 1979 bibliography are examples of American Indian resources housed at the American Indian Bilingual Education Center (AIBEC) Materials Bank and are included in the bibliography solely for their educational and historical value. The resources are appropriate for professional research and as supplementary classroom materials. The bibliography includes approximately 400 items organized by subject, source, or genre: (1) professional books; (2) guides to American Indian education; (3) audiovisual aids; (4) materials for the Native American Materials Development Center Navajo Bilingual-Bicultural Kindergarten Kit and Supplementary Navajo Teaching Materials; (5) Navajo readers; (6) resources for multicultural education, English as a second language, American Indian education, and values clarification; and (7) materials from the National Clearinghouse for Bilingual Education, ERIC, and the National Dissemination and Assessment Center. Most sections are organized alphabetically by title, and include item cost, publisher's address, and a brief description. Some citations also indicate appropriate grade level, language, and publication date. There is an extensive alphabetical list of publishers and distributors of American Indian materials. (SB)
Descriptors: American Indians/ Audiovisual Aids/ *Bilingual Education/ Books/ Elementary Secondary Education/ English (Second Language)/ Federal Legislation/ *Instructional Materials/ Kindergarten/ *Multicultural Education/ *Navajo/ Reading Materials/ Resource Centers/ *Resource Materials/ Supplementary Reading Materials/ Teaching Guides/ Tribes
Identifiers: *American Indian Bilingual Education Center/ *American Indian Education/ Elementary Secondary Education Act Title VII

ED168295 FL009781

Instructional Materials Selection Guide. Bilingual/Bicultural ESL.

California State Univ., Los Angeles. National Dissemination and Assessment Center.

78 107p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Available from: National Dissemination and Assessment Center, 5151 State University Drive, King Hall C2094A, Los Angeles, California 90032

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Geographic Source: U.S./ California

This guide describes bilingual, bicultural, and English as a Second Language (ESL) materials adopted for use in California. The guide is divided into three sections: (1) a list of publishers, including addresses and phone numbers; (2) an annotated index to the guide that includes basic information about each item; and (3) detailed information on each set of materials. The annotated index provides the following information: type of material (basic or supportive), kind of material, publisher's grade level, State Matrix grade level, instructional emphasis, special conditions or comments, and page reference in the guide. The following information is provided on each set of materials: (1) components; (2) general description; (3) goals and objectives; (4) organization--scope and sequence; (5) methodology; (6) provisions for student evaluation; and (7) related materials. On each page, the indication is given that materials should be carefully reviewed before ordering. The instructional materials listed include textbooks, workbooks, filmstrips, tapes, records, multi-media kits, games, maps and charts, tests, dictionaries and a duplicating master set. (Author/AMH)

Descriptors: Audiovisual Aids/ Biculturalism/ *Bilingual Education/ Classroom Games/ Classroom Materials/ *Cultural Education/ Dictionaries/ Elementary Secondary Education/ *English (Second Language)/ *Instructional Aids/ *Instructional Materials/ Language Instruction/ Maps/ Paperback Books/ Reading Materials/ *Textbooks/ Workbooks

ED166946 FL009991

Materials Development and Lesson Planning for Elementary School ESL Instruction.

Bisagna, Joanne

Oct 78 21p.; Paper presented at the annual conference of the New York State English to Speakers of Other Languages and Bilingual Educators Association (Lake Placid, New York, October 1978) ; Parts may not reproduce clearly

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Language: English

Geographic Source: U.S./ New York

This paper is the narrative portion of a workshop presentation on lesson planning and materials development for ESL instruction. The specific materials and lessons which were demonstrated and which are discussed in this paper, had been designed and used in English as a Second Language classes for students ranging from Kindergarten to eighth grade in a Title I program in New York City. Six areas are dealt with: (1) Lesson Planning; (2) Classroom Routines; (3) Independent Activities; (4) Games; (5) Poems, Rhymes and Songs, and (6) Creating and Adapting Materials. The suggestions emphasize the development of communicative competence by the use of functional language in meaningful settings. Activities are discussed which facilitate the use of communicative language in the classroom. Materials are recognized to be most effective when they are prepared or adapted for a particular group of students with particular language needs. All the areas discussed are accompanied by sample exercises, dialogues, games, songs and other activities. (Author/AMH)

Descriptors: Bilingual Education/ Classroom Games/ *Classroom Techniques/ Elementary Education/ *English (Second Language)/ *Instructional Materials/ *Language Instruction/ *Learning Activities/ Lesson Plans/ Material Development/ Poetry/ Second Language Learning/ Speaking Activities/ *Teaching Methods

ED166943 FL009980
A Bibliography of English as a Second Language Materials: Grades K-3.
National Clearinghouse for Bilingual Education, Arlington, Va.
78 24p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Available from: National Clearinghouse for Bilingual Education, 1500 Wilson Boulevard, Suite 802, Rosslyn, Virginia 22209 ($4.50)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Language: English
Geographic Source: U.S./ Virginia
This annotated bibliography of English as a second language (ESL) materials for grades K-3 is divided into four parts. The first part, ESL texts, lists a number of series or single texts that are designed to teach the spoken language and reading to the elementary school child. The second part is a list of readers that, although were mostly designed for native English-speaking children, have been found to be particularly effective with children learning English. The third part is a list of supplementary materials that can be used as "props" in group communication activities, or for individualized work when the rest of the class is engaged in an activity that is beyond the child's language competence. The fourth part is a list of tests that can be used to obtain some measure of the young child's command of English. In compiling the bibliography, the focus was on the child who lives in a community that lacks the necessary resources to provide him with a full bilingual education program in his native language. (SW)
Descriptors: Childrens Literature/ *Communicative Competence (Languages)/ Early Childhood Education/ Elementary Education/ *English (Second Language)/ Grade 1/ Grade 2/ Grade 3/ Kindergarten/ *Language Tests/ *Primary Grades/ Reading Instruction/ *Reading Materials/ *Second Language Learning/ Speech Communication/ Supplementary Textbooks

ED166942 FL009979
A Bibliography of English as a Second Language Materials: Grades 4-12.
National Clearinghouse for Bilingual Education, Arlington, Va.
78 58p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Available from: National Clearinghouse for Bilingual Education, 1500 Wilson Boulevard, Suite 802, Rosslyn, Virginia 22209 ($4.50)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Language: English
Geographic Source: U.S./ Virginia
This annotated bibliography of English as a second language (ESL) materials for grades 4-12 is divided into the following parts: ESL texts, ESL readers, writing texts, supplementary materials, tests, student references, and aids for the ESL teacher. The supplementary materials include grammar practice, pronunciation and fluency, vocabulary and idioms, practical matters, and diversions. The annotations include reference to the age of the students for which the particular materials are suitable (upper elementary, junior high, or high school), and the ESL level (beginning, intermediate, or advanced). In compiling the bibliography, focus was on the student who lives in a community that lacks the necessary resources to provide him with education in his native langauge. (SW)
Descriptors: *Communicative Competence (Languages)/ Elementary Secondary Education/ *English (Second Language)/ Grammar/ Idioms/ Language Fluency/ *Language Tests/ Pronunciation/ *Reading Materials/ Reference Books/ *Resource Materials/ *Second Language Learning/ Speech Communication/ Supplementary Textbooks/ Vocabulary/ Writing Exercises

ED166935 FL009957

Resources in Bilingual Education: A Preliminary Guide to Government Agency Programs of Interest to Minority Language Groups.

National Clearinghouse for Bilingual Education, Arlington, Va.

Jul 78 69p.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Available from: National Clearinghouse for Bilingual Education, 1500 Wilson Boulevard, Suite 802, Rosslyn, Virginia 22209 ($4.50)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Language: English

Geographic Source: U.S./ Virginia

This document identifies some government agencies and the programs they administer that address minority group needs and is the first section of "Resources in Bilingual Education," a publication designed to address the information needs of the bilingual community. The format is designed to provide easy identification of available funding, contact person, authorizing legislation and regulation or guideline location. The overall agencies that are included are: the National Institute of Education, the U.S. Office of Education, the U.S. Department of the Interior, and the U.S. Department of Labor. A number of programs are described within the bureaus of the agencies. Among the listings are: (1) Civil Rights Technical Assistance and Training, Educationally Deprived Children, and Follow Through Programs under the Bureau of Elementary and Secondary Education; (2) Adult Education and Bilingual Vocational Training under the Bureau of Occupational and Adult Education; (3) Bilingual Education under the Office of Bilingual Education; (4) Indian Education under the Office of Indian Education; (5) Vocational Education under the Office of Research and Planning; and (6) Teacher Corps and Ethnic Heritage Studies Program under the Office of Education. Information on Federal Government publications and other publications are included, and Congressional committees and subcommittees and Congressmen are listed. (SW)

Descriptors: Adult Education/ *American Indians/ *Bilingual Education/ Elementary Secondary Education/ *Ethnic Groups/ Federal Aid/ *Federal Programs/ Government Publications/ Higher Education/ *Minority Groups/ Teacher Education/ Uncommonly Taught Languages/ Vocational Education

ED165461 FL009958

Sources of Materials for Minority Languages: A Preliminary List.

National Clearinghouse for Bilingual Education, Arlington, Va.

Jul 78 41p.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Available from: National Clearinghouse for Bilingual Education, 1500 Wilson Boulevard, Suite 802, Rosslyn, Virginia 22209 ($4.50, over 30 copies, $3.00)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Language: English

Geographic Source: U.S./ Virginia

A list is presented of resources for information on bilingual programs and materials in languages other than Spanish. The entries are arranged in four categories: "East Asian," "Native American," "Territories of the Pacific," and "Other Languages." The specific languages listed are: Cambodian, Chinese, Hmong, Japanese, Korean, Laotian, Thai, Vietnamese, Native North American Languages, Alaskan Native American Languages, Arabic, Armenian, Pennsylvania Dutch, French, Greek, Haitian Creole, Hebrew, Hungarian, Ilokano, Italian, Portuguese, Punjabi, Russian, and Tagalog. The entries include availability information, addresses of organizations and schools, cost information and a brief description of the programs and/or materials. (AMH)

Descriptors: American Indian Languages/ Arabic/ Armenian/ *Bilingual Education/ Cambodian/ Chinese/ Elementary Secondary Education/ English (Second Language)/ French/ Greek/ Haitian Creole/ Hebrew/ Hungarian/ *Information Sources/ *Instructional Materials/ Italian/ Japanese/ Korean/ *Language Instruction/ Lao/ Malayo Polynesian Languages/ Minority Groups / Panjabi/ Portuguese/ *Resource Materials/ Russian/ Tagalog/ Thai/ *Uncommonly Taught Languages/ Vietnamese

ED163768 FL009846
A Selected Bibliography of Dictionaries. General Information Series, No. 9. Indochinese Refugee Education Guides. Revised.
Center for Applied Linguistics, Arlington, Va.
Oct 78 9p.; For related document, see ED 116 492
Available from: National Indochinese Clearinghouse, Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 (free).
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Language: English
Geographic Source: U.S./ Virginia
The purpose of this bulletin is to provide the American teacher or sponsor with information on the use, limitations and availability of dictionaries that can be used by Indochinese refugees. The introductory material contains descriptions of both monolingual and bilingual dictionaries, a discussion of the inadequacies of bilingual dictionaries in the areas of meaning, equivalence and grammar, and advice on choosing a dictionary. The annotated bibliography includes 16 bilingual dictionaries and glossaries in Vietnamese, Cambodian, Khmer, Lao, Meo, Hmong and English; one in Vietnamese, English and French; one in Hmong and French; and two monolingual English dictionaries for ESL students. A list of publishers' addresses is appended. (AMH)
Descriptors: *Annotated Bibliographies/ *Cambodian/ *Dictionaries/ *English (Second Language)/ French/ Glossaries/ Indochinese/ *Lao/ Refugees/ Second Language Learning/ *Vietnamese/ Vocabulary
Identifiers: Hmongs/ Khmer

ED162530 FL009896
Teaching English as a Second Language: Perspectives and Practices. A Series of Six Texts. Speaking and Understanding: Second of a Series.
New York State Education Dept., Albany.
78 114p.
Grant No.: G0077C0041
Available from: The University of the State of New York, The State Education Department, Bureau of Bilingual Education, Albany, New York 12234
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Language: English
Geographic Source: U.S./ New York
Government: State
This book is designed to assist those who work with non-English dominant students by providing resource information relevant to second language teaching and learning. The articles in the series encompass both theory and practical learning techniques in six general topics. The articles in the second text of the series, concerning speaking and understanding, are: "Developing a Lesson Around a Dialog," by George McCready; "Choosing and Using Dialogs," by Pat Rigg; "The Use of Rapid Drills in TESOL," by Robert Allen; "Simple Classroom Techniques for Teaching Pronunciation," by Betty Wallace Robinett; "Effective Use of Visual Aids in the ESOL Classroom," by Carol J. Kriedler; "Developing Sociolinguistic Competence in a Second Language," by Janet Holmes and Dorothy Borwn; and "Hey, Teacher How Come They're Singing in the Other Class?" by Alice H. Osman and Laurie Wellman. Appended are a list of abbreviations and definitions used in the book and a list of materials and services available from the Bureau of Bilingual Education, New York State Education Department. (Author/NCR)
Descriptors: Applied Music/ Audiolingual Skills/ Bilingual Education/ Communicative Competence (Languages)/ *English (Second Language)/ *Language Instruction/ Language Processing/ Language Proficiency/ Learning Processes/ Linguistic Performance/ Pronunciation/ *Second Language Learning/ Singing / Sociolinguistics/ *Teaching Methods/ *Visual Aids

ED160475 SO010703
Annotated Bibliography of Multi-Ethnic Curriculum Materials. Index.
Midwest Center for Equal Educational Opportunity, Columbia, Mo.
77 147p.; For related documents, see ED 129 703, ED 150 076
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Language: ENGLISH
Geographic Source: U.S./ Missouri
This document is an index to the original volume and six supplements of the "Annotated Bibliography of Multi-Ethnic Curriculum Materials." The original volume was published in 1974. The index is divided into three major categories: race, sex, and general. Within the first category are sub-topics for specific racial groups. These include Afro Americans, Chinese Americans, Japanese Americans, Mexican Americans, Native Americans, Puerto Rican Americans, Vietnamese Americans, and white ethnic groups. The second category contains a sub-topic of sex roles. The third category contains sub-topics of bilingualism, community relations, desegregation, education/curriculum, multiethnic materials, poverty, and values/human relations. Within each sub-topic various forms of media are listed such as films, filmstrips, sound recordings, photo aids, simulations and games, periodicals, books, and bibliographies. For every entry the index provides a reference to the volume (supplement) number and page number where the entry occurs. (AV)
Descriptors: Adult Education/ American Indians/ Annotated Bibliographies/ Blacks/ Chinese Americans/ *Cross Cultural Studies/ Educational Resources/ Elementary Secondary Education / *Ethnic Groups/ Ethnic Studies/ Higher Education/ *Indexes (Locaters)/ Indochinese/ *Instructional Materials/ *Instructional Media/ Japanese Americans/ Mexican Americans/ Puerto Ricans/ Racial Attitudes/ *Reference Materials/ Sex Role/ Values

ED153763 RC010466

Bibliography of Language Arts Materials for Native North Americans. Bilingual, English as a Second Language and Native Language Materials 1965-1974.

Evans, G. Edward, Comp.; And Others

California Univ., Los Angeles. American Indian Culture Center.

77 290p.

Sponsoring Agency: California Univ., Los Angeles. Graduate School of Library and Information Science.; Ford Foundation, New York, N.Y.

Grant No.: 710-0370

Available from: American Indian Studies Center, University of California, Room 3220 Campbell Hall, 405 Hilgard Avenue, Los Angeles, California 90024 ($4.00), make checks payable to the Regents of the University of California

EDRS Price MF-$0.83 HC-$15.39 Plus Postage.

The 1007-item bibliography includes works which have been or might be used in native language education, bilingual education or English as a Second Language education for Native North Americans. Only English language materials whose main purpose is language instruction and all available materials written wholly or partially in Indian or Eskimo languages are included. Entries are presented alphabetically under the native language group for which they were developed. Within each native language, materials are subdivided into bilingual materials (both English and the native language); materials monolingual in the native language; materials monolingual in English; and materials of which the language composition is unknown, because neither the materials nor an adequate description of them was available. Interfiled with the specific language entries are sections covering materials developed for an area which includes more than one language group: Eskimos, Indians of California, Indians of the Subarctic, and Indians of the Southwest. Following the specific language section are three sections containing materials not addressed to specific native language groups of areas: General Bilingual, General English as a Second Language, and General Language. Appendices list materials developed for or useful in language learning and the language arts curriculum of CITE (Consultants in Total Education), an ESL program. Also included is a brief review of Indian education programs as supported by the American government. (NQ)

Descriptors: Alaska Natives/ *American Indian Languages/ American Indians/ *Annotated Bibliographies/ Apache/ *Bilingual Education/ Cherokee/ Choctaw/ Cree/ *English (Second Language)/ Eskimo Aleut Languages/ Hopi/ *Language Arts/ *Language Instruction/ Navajo/ Ojibwa/ Papago/ Salish/ Supplementary Reading Materials

ED150076 S0010679

Annotated Bibliography of Multi-Ethnic Curriculum Materials, Fifth Supplement.

Midwest Center for Equal Educational Opportunity, Columbia, Mo.

77 96p.; For a related document, see ED 129 703

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

The document presents annotations of multiethnic curriculum materials collected in 1977 since publication of the previous supplement. Topics included in the bibliography are behavior problems in the multi-ethnic classroom, attitudes of minority group members, language problems of non-English speaking students, folklore of various ethnic groups, history and significance of the women's movement, legislation relating to equal educational opportunity, American cultural heritage, immigration, and cross-cultural communication. Materials are listed alphabetically in five categories: books, films, filmstrips, recordings, and booklets. For each entry, the following information is presented: name of author, editor or compiler; publisher; purchase price; abstract of the material; and suggested grade level. Also provided for each entry is a source reference number which corresponds with a numbered list of names and addresses of sources where materials may be purchased. The list of sources is included at the back of the bibliography. The materials are also available from the Midwest Center for Equal Educational Opportunity, University of Missouri, Columbia, Missouri 65201 for temporary use at no cost except postage. (Author/DB)

Descriptors: Adult Education/ *Annotated Bibliographies/ Bias/ Books/ Civil Rights/ *Cross Cultural Studies/ Cultural Differences/ Educational Games/ *Educational Resources/ Elementary Secondary Education/ Ethnic Groups/ Ethnic Stereotypes/ *Ethnic Studies/ Filmographies/ Films/ Filmstrips / Higher Education/ *Instructional Materials/ Language Proficiency/ Racial Attitudes/ Second Languages/ Tape Recordings/ Values

ED143712 UD016910
Evaluation Echoes; A Teachers Guide for Selecting Bilingual Education Materials.
Puerto Rican Congress of New Jersey, Trenton.
76 183p.; Not available in hard copy due to author's restriction ; Some parts may reproduce poorly due to print quality of the original
Sponsoring Agency: New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.
Available from: Puerto Rican Congress of New Jersey, 222 West State Street, Trenton, New Jersey 08608 ($5.25)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
In this teacher's guide for selecting bilingual education materials, program materials are evaluated for the following subject areas: English language arts, Spanish language arts, fine arts, social studies, science and mathematics. A general profile matrix covering all programs and subjects appears at the beginning of the guide. It provides for quick program identification. In addition, a skill matrix is included which correlates evaluated materials with the corresponding reinforced skills. The listed codes reflect how effectively, or ineffectively, a selected program provides for specific skills. Each program is described in terms of title, publisher, subject matter, price, grade level, language used, and purpose (textbook, workbook, etc). The corresponding notations are the product of preliminary and on site evaluations. The evaluation and editing of these program descriptions was conducted with regard to the bilingual education of the Spanish-speaking child. (Author/AM)
Descriptors: *Bibliographies/ *Bilingual Education/ Bilingualism/ Bilingual Students/ English (Second Language)/ *Evaluation/ Fine Arts/ *Instructional Materials/ Language Arts/ Mathematics/ Sciences/ Social Studies/ *Spanish Speaking / *Teaching Guides

ED140677 FL008692
Cartel. Annotated Bibliography of Bilingual Bicultural Materials. Vol. III, No. 42.
Dissemination and Assessment Center for Bilingual Education, Austin, Tex.
Jun 76 380p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Available from: Dissemination and Assessment Center for Bilingual Education, 7703 North Lamar Boulevard, Austin, Texas 78752 ($3.70)
EDRS Price MF-$0.83 HC-$20.75 Plus Postage.
This is an informative listing for educators, librarians, and others interested in materials for bilingual multicultural education. Items are listed according to: title, author, subject, and publisher/distributor indexes. The following are among the topics covered: (1) African and Afro-American culture; (2) Native American cultures; (3) arts and crafts; (4) audiovisual materials; (5) career education; (6) early childhood; (7) children's literature; (8) English as a second language; (9) mathematics; (10) music; (11) French, Italian, German, Hispanic, Vietnamese and Chinese languages and cultures; (12) science; (13) social studies; and (14) parental and community involvement. A typical annotation includes the following information: title, author, name and address of the publisher, publication date, pagination or number of parts, languages used, intended audience or level, and a descriptive statement. Selection criteria for the annotated and for the analyzed items include availability and relevance to bilingual education. (AM)
Descriptors: American Indian Culture/ *Annotated Bibliographies/ Audiovisual Aids/ *Biculturalism/ *Bilingual Education/ Bilingualism/ Black Culture/ Chinese/ Early Childhood Education/ English (Second Language)/ French/ German / *Instructional Materials/ Italian/ Mathematics/ Parent Participation/ Psycholinguistics/ Reading Materials/ *Resource Materials/ Spanish/ Teacher Education/ Vietnamese

ED140613 FL008592

Cartel: Annotations and Analyses of Bilingual Multicultural Materials. Winter 1976-77. Vol. IV, No. 2.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.

77 62p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Available from: Dissemination and Assessment Center for Bilingual Education, 7703 North Lamar Boulevard, Austin, Texas 78752 ($1.75)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

This is an informative listing for educators, librarians, and others interested in materials for bilingual multicultural education. There are two main sections, annotations and analyses. Annotated entries are arranged under the following headings: (1) assessment and evaluation; (2) bibliographies; (3) classroom resources; (4) English as a second language; (5) informational resources; (6) mathematics; (7) professional readings and resources - teacher education; (8) science and health; (9) social studies; (10) Spanish language arts; (11) supplementary reading; and (12) vocational education. A typical annotation includes information in the following order: title, author or agency, name and address of the publisher, publication date, pagination or number of parts, languages used, intended audience or level, and a descriptive statement. In section two, five items are analyzed in detail. Information given about these items includes: components, objectives, scope, sequence, methodology, evaluation methods, and physical description. Selection criteria for the annotated and for the analyzed items include availability and relevance to bilingual education. (AM)

Descriptors: American Indian Languages/ *Annotated Bibliographies/ *Biculturalism/ *Bilingual Education/ *Curriculum Evaluation/ English (Second Language)/ Greek/ *Instructional Materials/ Language of Instruction/ Mathematics / Psycholinguistics/ Reading Materials/ *Resource Materials/ Spanish/ Teacher Education/ Vietnamese

ED139247# FL008048

A Bilingual Librarian Looks at Book Selection for Children and Young Adults.

Deya, Lourdes Lendian

Southern Conference on Language Teaching, Atlanta, Ga.

75 11p.; Paper presented at the Southern Conference on Language Teaching (11th, New Orleans, Louisiana, 1975)

Available from: Not available separately; see FL 008 033

Document Not Available from EDRS.

With a multicultural approach to education, picture books and story books which provide children with their first experience in art and literature must be selected with consideration of the needs of the individual child, and of the culture he or she belongs to. This paper provides a list of criteria that children's literature should adhere to, with particular attention given to the bilingual situation. Past tendencies in bilingual books are described. Most books depicting the Spanish-American in the United States have been written by Anglos not familiar with the culture of each Spanish group. A checklist for evaluating Chicano materials provides a guideline based on relevancy, authenticity, racist and sexist stereotypes, language, and history, and some titles for children and adolescents are given including picture books, folk tales, and adolescent novels. (CLK)

Descriptors: Adolescents/ Biculturalism/ *Bilingual Education/ Bilingual Students/ Childrens Books/ Cultural Education/ Evaluation Criteria/ Folk Culture/ Foreign Language Books/ *Latin American Culture/ Mexican Americans/ Minority Groups/ Novels/ Puerto Ricans/ *Reading Materials/ *Reading Material Selection/ *Spanish Americans/ Spanish Literature

ED129703 SO009485

Annotated Bibliography of Multi-ethnic Curriculum Materials, Fourth Supplement.

Midwest Center for Equal Educational Opportunity, Columbia, Mo.

76 55p.; For related documents, see ED 114 378-381

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

This fourth supplement represents multiethnic curriculum materials collected in 1976 since publishing of the previous supplement. The listed materials include books, films, filmstrips, recordings, and booklets. Materials are listed alphabetically by title or author under each heading for type of material. Included in each entry are name of author, editor, or compiler; title; publisher; purchase price; a short description of the material; and grade level recommended for use. Also provided is a source reference number which corresponds with a numbered list of names and addresses of sources where materials may be purchased. The list of sources is included at the back of the bibliography. The materials are also available from the Midwest Center for Equal Education Opportunity, University of Missouri, Columbia, Missouri 65201 for temporary use at no cost except postage. (ND)

Descriptors: Adult Education/ *Annotated Bibliographies/ Bias/ Books/ Classroom Materials/ *Cross Cultural Studies/ Educational Resources/ Elementary Secondary Education/ Ethnic Groups/ Ethnic Stereotypes/ *Ethnic Studies/ Films/ Filmstrips / Higher Education/ *Instructional Materials

ED127407 UD016252
Guide to Bilingual-Bicultural Education Resources (Spanish-English Emphasis) Washington, State Public Schools.
Washington Office of the State Superintendent of Public Instruction, Olympia.
Mar 76 155p.
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
This guide was developed in order to assist school districts to provide equal education opportunities for students of limited or non-English speaking ability. It is hoped that this guide will be of assistance to educators who are attempting to deal with the special problems of children who speak a language other than English in the home. State and Federal funded programs in Washington State are described. In addition, programs funded in other parts of the country are listed. Information on programs in Washington State was gathered from questionnaires sent to all project sites during September 1972. In cases where responses were not available, information was obtained from grant proposals filled in at the Equal Educational Opportunity (EEO) office during the spring of 1973. Also included are agencies and organizations to be written to or called for assistance and for information. In addition, special sections on linguistics, methodology of special language teaching, and bilingual teaching in content areas are included as well as a glossary of bilingual educational terms and a selected bibliography of bilingual-bicultural materials. (Author/JM)
Descriptors: Bibliographies/ *Biculturalism/ *Bilingual Education/ Curriculum Development/ Educational Resources/ English (Second Language)/ Instructional Materials/ Language Instruction/ Linguistics/ *Program Development/ Resource Centers/ *Resource Guides/ *Spanish Speaking/ Teaching Methods / Teaching Techniques/ Vocational Education
Identifiers: *Washington

ED126730 FL007912
Annotated Bibliography of Bilingual Bicultural Materials. Cumulative Issue 1974.
Dissemination Center for Bilingual Bicultural Education, Austin, Tex.
Dec 74 247p.
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
This annotated bibliography of bilingual-bicultural materials is designed for educators, librarians, and others interested in materials for use in bilingual-bicultural education. The main criteria for inclusion in the bibliography are the availability of the materials in the United States, and of the source address for orders and inquiries. Other criteria concern the language of the materials, ethnic groups or aspects of the culture of an ethnic group featured in the materials, the purpose of the materials, and to what extent the subject matter contributes to the training of the staff and to the progress of bilingual-bicultural programs. The entries refer to materials in the areas of arts and crafts, audiovisual materials, bibliographies and resource materials, biographies, calendars, career education, children's literature, cooking, dictionaries, early childhood, English and Spanish as second languages, European Americans, evaluation, holidays, library readings, mathematics, music, games and dances, parental and community involvement, teacher education, science, social studies, and African, Afro-American, American Indian (including Alaskan and Eskimo, Cherokee, Navajo, Pomo, and Seminole), Asian American, Chamorro, Chinese, French, Hispanic, Portuguese, Puerto Rican, and Russian, languages and cultures. The entries are indexed by title, author, and subject. (CLK)
Descriptors: African American Studies/ African Culture/ American Indian Languages/ *Annotated Bibliographies/ Asian Americans/ Bibliographies/ *Biculturalism/ *Bilingual Education/ Cultural Education/ English (Second Language)/ Evaluation/ French/ *Instructional Materials/ Language Instruction/ Portuguese/ *Resource Materials/ Russian/ Second Language Learning/ Spanish/ Teacher Education

ED125787 24 PS008727
Resource Lists from ERIC/ECE: 1974-75.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Jun 76 38p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Available from: Publications Office, I.C.B.D., College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 148, $0.75)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
This publication consists of seven lists of resources for educators, parents, and others interested in the care of children. Each list consists of selected materials from commercial and noncommercial publishers and some documents available through the ERIC system. Most entries include a brief annotation, the publisher's (or source's) name and address, and cost information. The lists have been disseminated at a number of national, state, and regional conferences and workshops. Topics covered by these lists include: infants, bilingual/bicultural education, parents and parenting, Vietnamese children in America, single parents and their children, and materials on a variety of early childhood subjects. (Author/SB)
Descriptors: *Annotated Bibliographies/ Art Activities/ *Bibliographies/ Bilingual Education/ *Early Childhood Education/ Exceptional Child Education/ Handicapped Children/ Infants/ Learning Activities/ One Parent Family/ Parent Education/ Parents/ *Resource Guides/ *Resource Materials/ Vietnamese
Identifiers: *Publications Lists/ Vietnamese Resources Lists

ED122631 FL007672
Selected Annotated Bibliography for Teaching English to Speakers of Vietnamese and Cambodian: A Supplement. Indochinese Refugee Education Guides, No. 12.
Pfannkuche, Anthony
Center for Applied Linguistics, Arlington, Va.
75 21p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage
This annotated bibliography is a supplement to the "Selected Annotated Bibliography for Teaching English to Speakers of Vietnamese." Two basic criteria determined the selection of entries in the bibliography: (1) materials selected are currently available from distributors and publishers in the United States; and (2) though few of the materials listed are expressly for students with an Asian language background, all can be effectively used with these students. Entries include both materials requiring specific training and experience in English as a second language (ESL) techniques and materials for teachers with little exposure to ESL. Materials for elementary, intermediate, and advanced levels are cited under the following headings: (I) Materials for Children; (II) Adults - (1) Basic Courses, Texts and Series, (2) Review and Fluency Development, (3) Supplementary Reading and Composition, (4) Vocabulary and Reference Grammar for Students; (III) Reference Materials for Teachers; (IV) ESL Programs on Video Tape; and (V) Addresses of Publishers. The guide is available from the five regional bilingual education resource centers. (Author/CLK)
Descriptors: Adult Education/ *Annotated Bibliographies/ Audiovisual Aids/ Cambodian/ Elementary Secondary Education/ *English (Second Language)/ *Indochinese/ *Instructional Materials/ Language Instruction/ Magnetic Tape Cassettes/ *Refugees/ Resource Guides/ Resource Materials/ Second Language Learning/ Tape Recordings/ Textbooks/ Video Tape Recordings/ Vietnamese

ED119193# CS202520
American English for Success: A Seven Unit Program for Secondary School Students of English as a Second Language.
Haverson, Wayne Walter
75 165p.; Ed.D. Dissertation, University of Northern Colorado
Available from: University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-202, MFilm $7.50, Xerography $15.00)
Document Not Available from EDRS
The purpose of this project was to develop new materials for non-English speaking secondary school students of English as a second language that were meaningful and applicable to their immediate needs. The material was developed from audio and video tape recordings made of survival situations encountered by ESL students in an American high school. The complete program includes: Teacher's Manual with detailed lesson plan procedure for unit one and aural-oral methodology instruction; Student Text, Book One: In the Classroom, In the Attendance Office, In the Health Office, At a Game, In the Cafeteria and Supermarket, Riding Public Transportation, Shopping; Vocabulary lists at the end of each unit; Performance Objectives for English Structure; Performance Objectives for Survival Situations. (Author/RB)
Descriptors: *American English/ Class Activities/ Doctoral Theses/ *English (Second Language)/ *English Instruction/ *Instructional Materials/ Learning Activities/ Secondary Education/ *Second Language Learning/ Teaching Methods

ED116492 FL007370
A Selected Bibliography of Dictionaries. General Information Series, No. 9. Indochinese Refugee Education Guides.
Center for Applied Linguistics, Washington, D.C.
75 9p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
This is a selected, annotated bibliography of dictionaries useful to Indochinese refugees. The purpose of this guide is to provide the American teacher or sponsor with information on the use, limitations and availability of monolingual and bilingual dictionaries which can be used by refugees. The bibliography is preceded by notes on problems with bilingual dictionaries and on the process of choosing a dictionary. (Author/TL)
Descriptors: *Annotated Bibliographies/ Booklists/ Cambodian / *Dictionaries/ Dictionary Catalogs/ *English (Second Language)/ *Indochinese/ Language Instruction/ Lao/ Pronunciation/ Pronunciation Instruction/ Reference Materials/ Refugees/ Resource Materials/ Second Language Learning/ *Vietnamese/ Vocabulary/ Word Lists

ED116491 FL007369
Academic Resources. General Information Series, No. 8. Indochinese Refugee Education Guides.
Center for Applied Linguistics, Washington, D.C.
75 32p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
This guide lists academic resources in the United States which may assist educators working with Indochinese children. The institutions where teachers can obtain information and/or assistance are listed alphabetically by state. Under each institution is given the name of the department or program doing work in the following fields: (1) linguistics, (2) teaching English as a foreign language, (3) bilingual education, (4) South East Asian studies, (5) Vietnamese, and (6) Cambodian. The introduction to the list has a note on the kinds of help one can expect from each discipline. (Author/TL)
Descriptors: Applied Linguistics/ *Asian Studies/ Bilingual Education/ Cambodian/ *English (Second Language)/ Higher Education/ *Indochinese/ Language Instruction/ *Linguistics/ Refugees/ *Resource Guides/ Teaching Guides/ Vietnamese
Identifiers: United States

ED114381 SP009629
Annotated Bibliography of Multi-Ethnic Curriculum Materials. Third Supplement.
Midwest Center for Equal Educational Opportunity, Columbia, Mo.
75 83p.; For related documents, see SP 009 626-628
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
This annotated bibliography is the third supplement to the "Annotated Bibliography of Multi-Ethnic Curriculum Materials" and represents the materials collected by the Midwest Center for Equal Educational Opportunity since the publication of the original volume in the fall of 1974 and of the first two supplements during 1974-1975. This bibliography is organized by type of material including 16mm films, filmstrips, sound recordings, photo aids and transparencies, learning kits, games, booklets and pamphlets, book series, bibliographies, journals and books. Included in each entry are the following items: name of author, editor, or compiler; title; publisher; purchase price; source reference number; description of material; and level of use. Included at the end of the bibliography is a numbered list of names and addresses of the sources where materials may be purchased. (BD)
Descriptors: *Annotated Bibliographies/ Audiovisual Aids/ Books/ Educational Resources/ *Ethnic Groups/ *Ethnic Studies/ Films/ Games/ Instructional Aids/ *Instructional Materials/ *Multicultural Textbooks

ED114380 SP009628
Annotated Bibliography of Multi-Ethnic Curriculum Materials. Second Supplement.
Midwest Center for Equal Educational Opportunity, Columbia, Mo.
75 24p.; For related documents, see SP 009 626-629
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
This annotated bibliography is the second supplement to the "Annotated Bibliography of Multi-Ethnic Curriculum Materials" and represents the materials collected by the Midwest Center for Equal Educational Opportunity since the publication of the original volume in the fall of 1974 and of the first supplement in the winter of 1974-1975. This bibliography is organized by type of material including books, films, filmstrips, recordings, and booklets. Included in each entry are the following items: name of author, editor, or compiler; title; publisher; purchase price; source reference number; description of material; and level of use. Included at the end of the bibliography is a numbered list of names and addresses of the sources where materials may be purchased. (BD)
Descriptors: *Annotated Bibliographies/ Audiovisual Aids/ Books/ Educational Resources/ *Ethnic Groups/ *Ethnic Studies/ Films/ Games/ Instructional Aids/ *Instructional Materials/ *Multicultural Textbooks

ED114379 SP009627
Annotated Bibliography of Multi-Ethnic Curriculum Materials. First Supplement.
Midwest Center for Equal Educational Opportunity, Columbia, Mo.
75 71p.; For related documents, see SP 009 626-629
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
This annotated bibliography is the first supplement to the "Annotated Bibliography of Multi-Ethnic Curriculum Materials" and represents the materials collected by the Midwest Center for Equal Educational Opportunity since the publication of the original volume in the fall of 1974. This supplement is organized by type of material including 16mm films, filmstrips and slides, sound recordings, photo aids, learning kits and packets, pamphlets, simulations and games, booklets, books, book series, bibliographies, and periodicals. Included in each entry are the following items: name of author, editor, or compiler; title; publisher; purchase price; source reference number; description of material; and level of use. Included at the end of the bibliography is a numbered list of names and addresses of the sources where materials may be purchased. (BD)
Descriptors: *Annotated Bibliographies/ Audiovisual Aids/ Books/ Educational Resources/ *Ethnic Groups/ *Ethnic Studies/ Films/ Games/ Instructional Aids/ *Instructional Materials/ *Multicultural Textbooks

ED114378 SP009626
Annotated Bibliography of Multi-Ethnic Curriculum Materials.
Midwest Center for Equal Educational Opportunity, Columbia, Mo.
74 165p.; For related documents, see SP 009 627-629
EDRS Price MF-$0.76 HC-$8.24 Plus Postage
This is an annotated bibliography of multi-ethnic curriculum materials, compiled by the Midwest Center for Equal Educational Opportunity, University of Missouri. This bibliography is organized by type of material including 16mm films, filmstrips, sound recordings, photo aids, learning kits and packets, simulations and games, booklets, and books. Included in each entry are the following items: name of author, editor, or compiler; title; publisher; purchase price; source reference number; description of materials; and level of use. Included at the end of the bibliography is a numbered list of names and addresses of the source where materials may be purchased. (BD)
Descriptors: *Annotated Bibliographies/ Audiovisual Aids/ Books/ Educational Resources/ *Ethnic Groups/ *Ethnic Studies/ Films/ Games/ Instructional Aids/ *Instructional Materials/ *Multicultural Textbooks

ED113933# FL007099
Your New Country: A Guide to Language and Life in the U. S. A.
American National Red Cross, Washington, D.C.
75 96p.
Available from: Local Red Cross Chapters; Single copies may be requested from the American National Red Cross, National Headquarters, Personnel Training and Development, Washington, D.C. 20006 (free of charge)
Document Not Available from EDRS
This book is intended to help Vietnamese people who have recently arrived in this country. It provides phrases the refugees will need in their initial contacts with Americans. The subject matter provides some basic facts about the U.S. and the way Americans live, and covers as wide a range as possible of the situations that the Vietnamese will encounter. The book comprises the following twelve sections: (1) meeting people, (2) asking questions, (3) making conversation, (4) home and family, (5) food, (6) health, (7) the community, (8) traveling, (9) education, (10) government, (11) religion, and (12) how Americans spend their time. The guide begins with the most fundamental conversational problems and then progresses to more sophisticated information. Each phrase, sentence, or paragraph in the book is printed in both English and Vietnamese, with the exception of short statements in Vietnamese only that give instructions for using the book. However, the book was designed to be used by a Vietnamese person in conjunction with an English-speaking person. An appendix entitled "Useful Information" gives numbers, time, days of the week, seasons and months of the year, weights and measures, clothing sizes, and temperature measures. An English-Vietnamese dictionary and a Vietnamese-English dictionary conclude the publication. (TL)
Descriptors: *American Culture/ American English/ Cultural Awareness/ Cultural Differences/ Daily Living Skills/ Dictionaries/ *English (Second Language)/ Instructional Materials/ *Language Guides/ Language Instruction/ *Refugees/ Relocation/ Second Language Learning/ Social Adjustment/ Social Characteristics/ *Vietnamese

ED113409 UD015504
Curriculum Materials for Bilingual Programs: Supplement, Pre-K-Adult.
De Hoogh, Guillermo, Ed.; Swanson, Maria Medina, Ed.
Bilingual Education Service Center of Illinois, Mount Prospect.
74 123p.; For the original report see ED 084 927; This document is not available in hard copy due to print size of the original document
Sponsoring Agency: Illinois State Office of the Superintendent of Public Instruction, Springfield.
Available from: Bilingual Education Service Center, 101 North Owen Street, Mount Prospect, Illinois 60056 (Price not quoted)
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
This supplement classifies approximately 675 titles including only new acquisitions from August 1973 to August 1974. It is suggested that it be used in conjunction with the 1973 original edition. All material is classified according to various divisions as follows: language arts, social studies, mathematics, science, literature, dictionaries, encyclopedias, music, vocational and adult basic education, interdisciplinary materials, miscellaneous materials, arts and crafts, and professional reference materials. Materials included in these divisions appear in various languages such as English, Spanish, French, Italian, Japanese and Chinese. Within each division materials are grouped according to the following subdivisions: multi-media materials, texts, teaching aids (visual aids, film strips, charts, posters, games and maniuplatives), aduio-visuals (records, films, tapes), and teacher reference--which does not include teachers' guides. In certain instances, entries are made in more than one division or subdivision. An alphabetical list of publishers and distributors of the materials listed in the document is provided. (Author/AM)
Descriptors: Adult Basic Education/ Art/ Audiovisual Aids/ *Bilingual Education/ Bilingualism/ Dictionaries/ *Educational Programs/ *Educational Resources/ Encyclopedias/ Instructional Aids/ *Instructional Materials/ Interdisciplinary Approach/ Language Arts/ Literature/ Mathematics/ Multimedia Instruction / Music/ Reference Materials/ Social Studies/ *Supplementary Reading Materials/ Textbooks/ Vocational Education

ED111902 UD015450
The Minority Experience: A Basic Bibliography of American Ethnic Studies. Revised and Enlarged Edition.
Caselli, Ron, Comp.
Sonoma County Superintendent of Schools, Santa Rosa, Calif.
Apr 75 106p.; For the first American Ethnic Studies Bibliography, see ED 038 221; Some pages may reproduce poorly due to paper color of original document
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Approximately 1500 books published between 1940 and 1974 constitute this revised edition of the 1970 minority experience bibliography. It is said to be directed at teachers in inservice activities and students of American minority groups. Afro-Americans and native Americans are covered with additional sections on the Asian-American, Euro-American, and Mexican-American subgroups incorporated into this edition. Most citations are said to have been included to provide a historical approach to current problems. Specific disciplines such as anthropology, literature, sociology, economics, history, and psychology reflect concern in many areas of inquiry such as civil rights, black power, race issues, immigration, social systems, socialization, bilingualism, and religion. (AM)
Descriptors: *African American Studies/ American Indians/ Asian Americans/ *Bibliographies/ Chinese Americans/ *Ethnic Groups/ *Ethnic Studies/ Filipino Americans/ Italian Americans / Japanese Americans/ Jews/ Mexican Americans/ *Minority Groups/ Polish Americans
Identifiers: Euro Americans

ED098787# FL006095
Learning English as a Second Language, Workbook-Fourth Level.
Morton, Lois
Jun 74 123p.
Available from: Oceana Publications, Inc., Dobbs Ferry, New York 10522 ($2.50)
Document Not Available from EDRS.
The workbook for the fourth level of the "Learning English as a Second Language" series follows the basic principle employed in the first three levels of the series: in learning a second language there must be emphasis on hearing, imitation, and practice, then on reading and writing. The workbook, entirely in English, is written for children in the elementary grades and intended for classroom use. New structures and vocabulary are introduced in a controlled sequence. By the time the student has reached Level IV, he or she should be ready to read most of the material contained in this book. If the student is competent orally but has not yet mastered equal reading skills, the material is adaptable to orally based instruction, through which the student can gradually improve his reading. The illustrated volume contains dialogues, activities, stories, and drills. Instructions and suggestions for the teacher are included. (Author/LG)
Descriptors: *Bilingual Education/ Class Activities/ *Elementary Education/ *English (Second Language)/ English Curriculum/ English Instruction/ Individual Activities/ Instructional Materials/ Language Skills/ Pattern Drills (Language)/ Second Language Learning/ *Workbooks

ED084927 FL004739
Curriculum Materials for Bilingual Programs: Spanish--English, Pre-K--12.
Alvarado, Helen, Comp.
Bilingual Education Service Center of Illinois, Mount Prospect.
73 353p.
Sponsoring Agency: Illinois State Office of the Superintendent of Public Instruction, Springfield.
EDRS Price MF-$0.76 HC-$18.40 PLUS POSTAGE
This book presents curriculum materials for Spanish bilingual programs from the pre-school level through the 12th grade. Subject areas include language arts, social studies, geography, mathematics, and science. Also listed are encyclopedias, records, music books, and educational games. An alphabetical list of suppliers is included. (SK)
Descriptors: *Bibliographies/ Biculturalism/ *Bilingual Education/ Bilingualism/ Curriculum Guides/ Elementary School Curriculum/ *English/ Geography/ *Instructional Materials/ Language Arts/ Mathematics/ School Libraries/ Sciences/ Social Studies/ *Spanish/ Spanish Culture

ED072668# FL002242
Programmed English Course: Stages 1-6, Pupil's Book.
Hill, L. A.
69 174p.; Preliminary edition
Available from: Oxford University Press, 200 Madison Avenue, New York, N. Y. 10016 ($1.60)
Document Not Available from EDRS.
This programed textbook uses drawings of objects and people as it introduces basic vocabulary and grammatical patterns for the student of English as a second language. The 149 steps in the book progress through a variety of patterns including negatives, questions, and commands. Present and present progressive action verbs are included. Forms of the verb "to be" are used extensively. (VM)
Descriptors: *English (Second Language)/ Grammar/ *Instructional Materials/ Language Instruction/ *Programed Instruction/ *Programed Texts/ Second Language Learning/ *Teaching Methods/ Textbooks/ Vocabulary

ED071476# FL003550
English Syntax: Advanced Composition for Non-Native Speakers.
Nichols, Ann Eljenholm
65 224p.
Available from: Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, N.Y. 10017 ($4.95)
Document Not Available from EDRS.
This textbook attempts to augment the general handbook information needed in any composition class with specific information that the non-native speaker needs, for example, the distribution of determiners with the various noun subclasses, and the syntactical relationship of subordinator to subordinate clause; and to apply the techniques and principles used in teaching English on the aural-oral level to the teaching of written English. The first part of the text concerns issues in English syntax and provides exercises which, through imitation, ask the students to convert abstract algebraic formulas into actual units of English. Part 2, on the paragraph, asks students to imitate series of logically related sentences. Part 3 concerns the essay. Here the student is provided with model compositions, covering the range of writing demanded of both graduate and undergraduate students, which call for logical rather than syntactical imitation. Syntactical analyses of the text and error corrections are made in terms of the principles studied in Part 1. (Author/VM)
Descriptors: *Advanced Students/ *Composition Skills (Literary)/ English/ *English (Second Language)/ Essays/ Foreign Students/ Graduate Study/ Grammar/ Imitation/ Instructional Materials/ Language Patterns/ Language Styles/ Non English Speaking/ Paragraph Composition/ *Syntax/ Textbooks/ *Written Language

ED024043# AL001603
ESL/EFL Materials.
Aarons, Alfred C.
Teachers of English to Speakers of other Languages.
TESOL Newsletter, v2 n4 Nov 1968
Nov 68 4p.
Available from: TESOL Newsletter, 801 N.E. 177th Street, North Miami Beach, Florida 33162.
Document Not Available from EDRS.
The first part of this 150-item bibliography presents recently published materials in the field of English as a second or foreign language. Categories cover (1) ESL/EFL textbooks, (2) language and linguistics, (3) English language, and (4) special areas. The second part lists a wide variety of supplementary materials of interest to the ESL/EFL teacher. The bibliographical information provided includes pagination, price (where known), and publishers' addresses. (AMM)
Descriptors: Applied Linguistics/ *Bibliographies/ Educational Resources/ Educational Theories/ Educational Trends/ *English (Second Language)/ English Education/ Instructional Materials/ Language Instruction/ Reference Materials/ Teaching Methods/ *Textbooks

ED059636 FL002888
Kindergarten Bilingual Resource Handbook.
Lubbock Independent School District, Tex.; National Consortia for Bilingual Education, Fort Worth, Tex.
Oct 71 194p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price MF-$0.76 HC-$9.51 PLUS POSTAGE
This curriculum bulletin has been developed to assist kindergarten teachers who work with bilingual five-year-olds. It contains activities which are appropriate for this age which relate to his cultural background and which deal with concepts within his immediage range of experiences. The handbook includes details on such topics as early childhood education and the bilingual approach, curriculum design, characteristics of the five-year-old, activities of teacher aides, suggestions for bulletin boards and room arrangements, suggested daily schedules and plans, strategies and suggestions, resource and activity units, resource material in Spanish, and the construction of various teaching aids. A bibliography is included. (Author/VM)
Descriptors: *Bilingual Education/ Bilingual Students/ Cultural Background/ *Curriculum Design/ Educational Objectives/ Educational Philosophy/ Educational Resources/ *Educational Strategies/ English (Second Language)/ Instructional Aids/ Instructional Materials/ *Kindergarten/ Language Programs/ *Learning Activities/ Primary Grades/ Second Language Learning/ Spanish Speaking

ED032966 RC003697
A Resource and Reference Bibliography on Teaching and Counseling the Bilingual Student.
Caskey, Dwen L., Comp.; Hodges, Jimmy, Comp.
Texas Technological Coll., Lubbock. School of Education.
Mar 68 48p.
Sponsoring Agency: Southwest Educational Development Lab. Austin, Tex.
EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE
Citations for 733 selected references published between 1914-1967 cover materials on the teaching and counseling of bilingual students. The purpose of the bibliography is to provide as extensive and helpful references as possible. Literature dealing with Indian and Mexican American children is included. Not available in hard copy due to marginal legibility of original document. (DB)
Descriptors: *American Indians/ *Bibliographies/ *Bilingual Students/ Bilingual Teachers/ *Counseling/ Culturally Disadvantaged/ English (Second Language)/ Language Instruction / *Mexican Americans/ Minority Group Children/ Resource Materials/ Spanish Speaking

Chapter 17. Technical Assistance Available to Schools

Some Questions You Should Ask

1. What are the National Dissemination and Assessment Centers? Which one serves Montana? How can it help you?

2. What are the Bilingual Education Service Centers? Which one serves Montana? How can it help you?

3. What services are available from the Bilingual Consultant in the Office of Public Instruction?

Chapter 17. Technical Assistance Available to Schools

Chapter 17. Technical Assistance Available to Schools

There are state, regional and national sources of technical assistance available to school districts serving children of limited English proficiency.

The National Clearinghouse for Bilingual Education provides informational services to the bilingual community on the general field of bilingual education and publishes a monthly newsletter, ***FORUM.***

National Clearinghouse for Bilingual Education
1300 Wilson Blvd., Suite B2-11
Rosslyn, VA 22209
800-336-4560

The Center for Applied Linguistics provides informational services and useful publications for ESL programs and Indochinese refugee education.

Center for Applied Linguistics
3520 Prospect St., N.W.
Washington, D.C. 20007
800-424-3750

The National Network of Bilingual Education Centers consists of Bilingual Education Service Centers (BESC), Dissemination and Assessment Centers and Materials Development Centers.

The Bilingual Education Service Centers provide a wide range of technical assistance, such as teacher training, program development, parental involvement, and bilingual projects. The BESC for Montana is

BUENO
Education Building, Campus Box 249
University of Colorado
Boulder, CO 80309
303-492-5416

BUENO maintains a field office at Montana State University in order to provide direct primary service to Montana. The field representative is

Bill Edmo
Bureau of Educational Research and Field Service
Reid Hall
Montana State University
Bozeman, MT 59717
994-4660

The Assessment Center that serves Montana is

Evaluation, Dissemination and Assessment
Center for Bilingual Education
7703 N. Lamar Blvd.
Austin, TX 78752
512-458-9131

Montana State University provides training in bilingual education through bilingual fellowship programs administered by

Steve Chesarek
MSU Bilingual Education Program
School of Education Project
Montana State University
Bozeman, MT 59717
994-4474

The Office of Public Instruction provides technical assistance to school districts serving children of limited English proficiency through the Bilingual Consultant

Ms. Lynn Hinch
Bilingual Consultant
Office of Public Instruction
State Capitol
Helena, MT 59620
449-3036 or
800-332-3402

Chapter 18. How To Order Documents or Request Additional Information

Some Questions You Should Ask

1. How do you use the Office of Public Instruction's Education Hotline?
2. Which documents will the Office of Public Instruction make available to you?
3. What is the ERIC Document Reproduction Service (EDRS)? What service does it offer? How much does it cost?
4. If you want more information on a topic how do you request it?

Chapter 18. How To Order Documents or Request Additional Information

Chapter 18. How To Order Documents or Request Additional Information

To Order Documents

Most of the documents cited in this resource guide can be acquired in paper copy, and many are available more economically on microfiche.

There are two types of documents cited in the guide: (1) Journal Articles, and (2) ERIC Documents (see inside front or back cover for further explanation.) The journal articles have an "EJ" (for ERIC Journal) preceding their accession number, and the ERIC Documents have an "ED" (for ERIC Document) preceding theirs.

All journal articles can be obtained in paper copy. If you cannot obtain the article you want in your district's professional library or in your local public library, the Bilingual Consultant in the Office of Public Instruction can obtain a copy for you. You may call the Bilingual Consultant toll-free on the Education Hotline (1-800-332-3402), or you may use the form at the end of this chapter. Most articles can be obtained in a few days, but some may take considerably longer to acquire, depending on their availability.

ERIC Documents have three "levels of availability." Some are available in both microfiche and paper copy; some are available on microfiche only; and others are available only from the original publisher.

Level one documents are usually non-copyrighted works, and they are available from the ERIC Document Reproduction Service (EDRS) in both microfiche and paper copy. All documents are of this type unless noted otherwise.

Level two documents are available on microfiche only. They include documents whose physical characteristics make them difficult to reproduce in paper copy, or documents on which the copyright holder has placed reproduction restrictions. These documents are identified by a comment such as "PC not available from EDRS." ("PC" means paper copy.) Before ordering a paper copy of a document from EDRS, be sure to read the entire document resume to see that this restriction does not exist.

Level three documents are not available from EDRS in either microfiche or paper copy. They are usually copyrighted works for which reproduction release cannot be obtained, and they must be ordered from the source given in the document resume. These documents are easily identified in the resume because they have a hash mark following the accession number (e.g., ED072670#.) In some cases your local public library might be able to obtain the document for you on interlibrary loan.

If you want a paper copy of an ERIC Document, you must order it from EDRS or from the publisher, as appropriate. An EDRS order form appears at the end of this chapter. If you want a microfiche copy of an ERIC Document, you may either purchase it from EDRS (use the order form provided) or request it from the Bilingual Consultant in the Office of Public Instruction by using the order form at the end of this chapter or by calling directly on the Education Hotline.

To Request Additional Information

If this resource guide is successful, it will stimulate a desire for more information. The ***breadth*** of coverage in this guide is extensive, but not comprehensive; the ***depth*** of coverage is representative rather than extensive due to limitations of space. Much more information is readily available on most topics covered in this guide. If the information to which you have access is inadequate for your needs, you are encouraged to contact the Bilingual Consultant in the Office of Public Instruction via the toll-free Education Hotline (1-800-332-3402).

Mail this form to:
Bilingual Consultant
Office of Public Instruction
State Capitol
Helena, MT 59620

The Bilingual Consultant in the Office of Public Instruction will provide photocopies of journal articles and microfiche copies of ERIC Documents to schools in Montana at no charge.

Your Name _____

Position _____

School _____

Address _____

_____

Phone _____

EJ or ED Number	Page number where Citation appears	TITLE

WE WOULD APPRECIATE YOUR COMMENTS ABOUT THIS GUIDE

Do you need information on any bilingual education topic not covered in this guide?

Do you have any suggestions for future revisions of this guide?

What aspects of this guide have been most helpful to you? Least helpful?

Any further comments or suggestions?

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Revised June 1979

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Appendix A. Selected Documents on Microfiche

At least one document from each chapter of this guide has been selected for inclusion on microfiche. Hopefully, these documents are representative of the chapters from which they were selected; hopefully, too, they will be useful to school personnel.

Microfiche is an economical way to share a large amount of information. There are microfiche copies of thirty-two full documents enclosed with this guide. On paper, these documents would cost hundreds of dollars and would consume considerable space. On fiche, however, both the cost and space requirements are minimized.

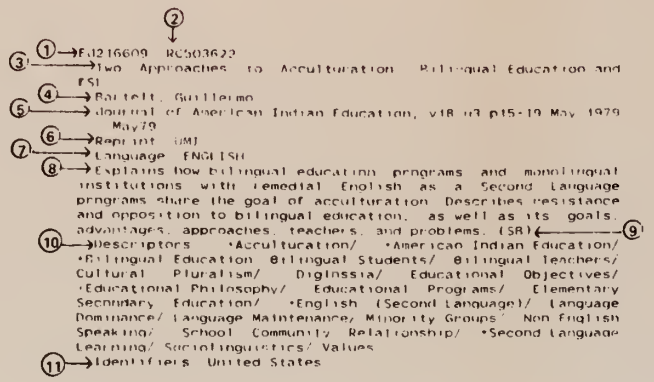
Microfiche readers are common today in schools and libraries. If your school does not have a reader, you might wish to explore the possibility of purchasing one. They are readily available in desk-top and portable models for $150 and up.

In some cases you might wish to have a paper copy of a document. Most ERIC documents on fiche can be purchased on paper. See Chapter 18 for ordering information.

Appendix A. Selected Documents on Microfiche

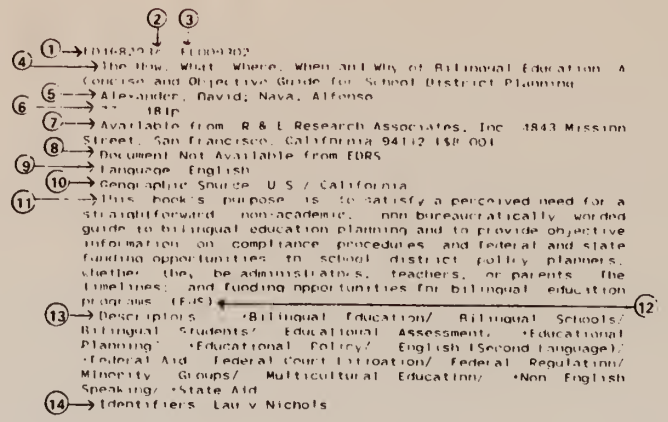
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3. **Title.**
4. **Author(s).**
5. **Journal Citation.** The usual sequence is journal name, volume number, issue number, page numbers and date of issue.
6. **Reprint Availability,** when known, is given here. There are several businesses that provide reprint service for a fee. Refer to the front matter in the current issue of *Current Index to Journals in Education* for details.
7. **Language** indicates the language in which the article is written.
8. **The Annotation** describes briefly the content of the article. The annotation may sometimes be omitted when the title and descriptors taken together sufficiently describe the article.
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4. **Title.**
5. **Author(s).**
6. **Publication Date, Pagination and Other Information.** Publication date and number of pages in the document are always given. Sometimes other descriptive information may also be provided.
7. **Availability.** When the document is not available through ERIC (see item 2), its source of availability, including price, when known, is noted here.
8. **ERIC Availability.** If the document is available through the ERIC Document Reproduction Service (EDRS), either in microfiche or photocopy, or both, the price code is given. Refer to the most recent edition of *Resources in Education* for a key to the codes, since prices change periodically. If the document is not available through EDRS, it is so noted. Refer to item 7 for ordering information.
9. **The Language** in which the document is written.
10. **Geographic Source** indicates where the document originated.
11. **Abstract** summarizes the contents of the document.
12. **Initials** of the person who wrote the abstract.
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